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ABSTRACT

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the impact of PVCC on careers and further education. Findings from the survey of 1988-89 PVCC graduates, based on responses from 54.2% of the 225 students who graduated that year, included the following: (1) slightly under one-half of respondents were employed in full-time jobs related to their fields of study at PVCC, and most were either very satisfied (27.2%) or satisfied (63%) with their current jobs; (2) the mean annual salary earned by respondents was $17,390; (3) most of the respondents believed that PVCC provided excellent (29.2%) or good (65.2%) academic preparation for jobs; (4) almost all respondents believed they were academically better (40.2%) or equally (56.1%) prepared in comparison with other new employees in the same career fields; (5) the average grade point average of respondents who were attending four-year colleges or universities was 3.19; (6) the majority of respondents who transferred to four-year institutions believed that PVCC provided excellent (51.2%) or good (43.9%) academic preparation for transfer; and (7) most PVCC graduates attending four-year institutions believed that the quality of instruction was equal to that received at PVCC. Twenty-four data tables, 10 figures, the survey instrument, cover letters, and selected respondent comments are provided. (JMC)

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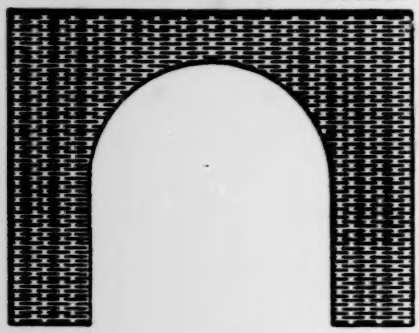

Follow-Up Survey Of PVCC Graduates Of The Class Of 1988-89

Office of Institutional
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Piedmont Virginia
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Charlottesville, Virginia

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Ronald B. Head (Author)
Coordinator of Institutional
Research and Planning
Piedmont Virginia
Community College

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1988-89

Ronald B. Head (Author)
Coordinator of Institutional Research and Planning
Piedmont Virginia Community College

Office of Institutional Research and Planning
Piedmont Virginia Community College
Charlottesville, Virginia 22901
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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1988-1989

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other colleges and universities, and the impact PVCC has had upon the careers and further education of the graduates. The information is used to improve academic programs and college services.

This study reports the results of the fourteenth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1988-1989 (those students graduating from PVCC in Summer Semester 1988, Fall Semester 1988, and Spring Semester 1989).

METHODOLOGY

In terms of format and content, this year's report is similar to last year's. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

As was the case with 1987-88 graduates, 1988-89 graduates were surveyed twice. The first survey was conducted during graduation rehearsal. The major purpose of this survey was to obtain correct addresses for all graduates. Seven months after graduation, the graduates were sent the follow-up survey (see Appendix A). Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 225 graduates of the class of 1988-89, 122 returned completed surveys for a response rate of 54.2%. This was slightly less than the 57.1% response rate for the class of 1987-88 and less than the 61.2% response rate for 1986-1987 graduates, but still represents a decent rate of return.

As can be seen in Table 1, the response rates by sex, race, age, and residence, varied somewhat from the overall response rate. Females were much more likely to complete surveys than males, minority students had a higher response rate than non-minority students, and graduates from outside the college's service region

were more likely to complete surveys than those from within. Although graduates receiving the AS degree and certificates had higher response rates than those receiving the AS and AAS degrees, the response rates of college transfer graduates was approximately the same as that for occupational/technical graduates.[1]

Demographic and enrollment characteristics of survey respondents were generally the same as those of all graduates. In terms of sex, most graduates were female (63.1% of graduates and 71.3% of respondents), and in terms of race, most were white (94.7% of graduates and 93.4% of respondents). Approximately one-third of the graduates were between the ages of 25 and 35 (34.2% of graduates and 37.7% of respondents).

AAS degrees were received by approximately 40% of all graduates (40% of graduates and 39.3% of respondents). Approximately one-third received AS degrees (33.7% of graduates and 30.3% of respondents), and less than one-fifth received certificates (15.1% of graduates and 17.2% of respondents). Less than 2% received AA degrees (1.1% of graduates and 1.3% of respondents).

Because the response rate exceeded 50%, and because the demographic and enrollment characteristics of the respondents mirrored those of all graduates, the author of this report is confident that most information contained in this study is representative of all graduates of the class of 1988-89.

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[1]College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

EMPLOYMENT

Slightly under one-half of all 1988-89 PVCC graduates responding to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1). Almost one-third were employed in either full-time jobs unrelated to their study at the college or in part-time jobs. More of the part-time employees worked in jobs related to their study at PVCC than did in jobs not related (11.6% of all respondents had part-time, related jobs and 11% had part-time, unrelated jobs).

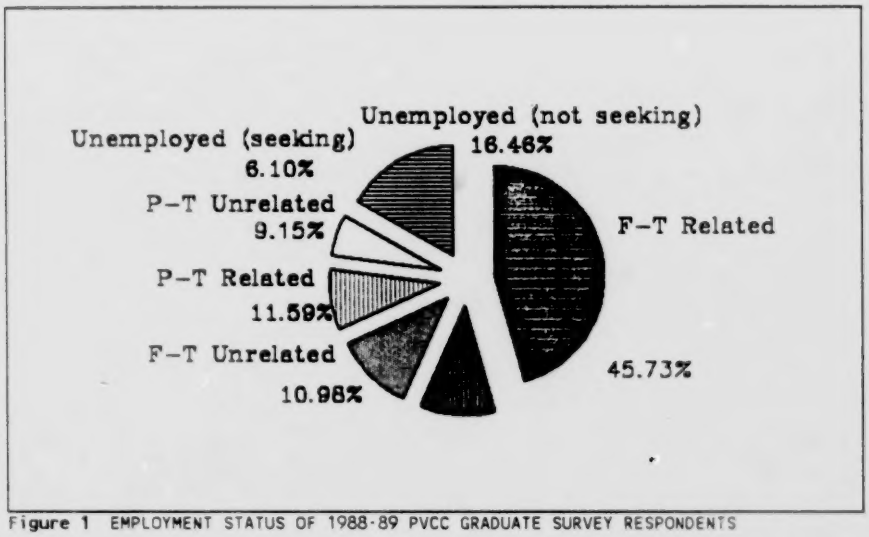

Figure 1 EMPLOYMENT STATUS OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS

Nearly one-quarter of the survey respondents declared that they were unemployed, and of these, 27% were seeking jobs. Those not seeking employment were typically full-time students, homemakers, or retired persons.

The average number of hours worked per week by respondents holding full-time jobs was 40. The actual number ranged from 30 to 60. The average number of hours worked per week by respondents with part-time jobs was 24 for those with jobs

related to their fields of study and 22 for those with jobs unrelated to their fields of study.

The employment status of all respondents by degree and program is shown in Table 3. As has been the case with all graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational/technical respondents (AAS degree or certificate), and the unemployment much higher. This is because the purpose of all college transfer curricula is to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year college or universities, and cannot truly be considered as unemployed.

The employment status of 1988-89 graduates was somewhat different than that of previous graduating classes. As can be seen in Table 4, approximately 65%-70% of all PVCC graduates from previous graduating class have been employed in full-time jobs; the percentage of 1988-89 graduate respondents employed in full-time jobs was less than 60%. In fact, the percentage of 1988-89 graduate respondents holding jobs related to their fields of study at PVCC was the lowest of all graduating classes in the 1980's.

Not surprisingly, given the full-time employment status noted above, the percentage of 1988-89 graduate respondents holding part-time jobs was the highest of any graduating class. The percentage of unemployed respondents was also the highest of any graduating class.

The employment status of 1988-89 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (60.4%). As has been the case during the last several years, more respondents were employed as nurses than as anything else (19.2%). Other jobs held by four or more respondents included business manager (11.1%), secretary (11.1%), child care worker (8.1%), accountant (4%), and data entry operator (4%). Twenty-eight respondents (28.3%) checked "OTHER" for job category.

Thirty-one survey respondents (33%) indicated they obtained their jobs before attending PVCC, 28 (29.8%) indicated they obtained their jobs while attending PVCC, and 35 (37.2%) indicated they obtained their jobs after graduating from PVCC. Table 6 presents information on when jobs were obtained by PVCC graduate respondents for the graduating classes of 1981-82 through 1988-89.

Twenty-nine survey respondents indicated they had participated in PVCC's co-operative education program (Co-op) while attending the college. Three respondents also indicated they had obtained their current jobs as a direct result of participation in Co-op. Of the three, two were data entry operators.

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of 1988-89 graduate survey respondents was quite high (see Figure 2). Approximately 90% of the respondents reported they were either very satisfied (27.2%) or satisfied (63%) with their current jobs. No respondents indicated they were dissatisfied, and only 9 indicated they were not very satisfied (9.8%). For the most part, college transfer graduates were less satisfied with their jobs than were occupational/-technical graduates, but this is probably due to the fact that college transfer programs

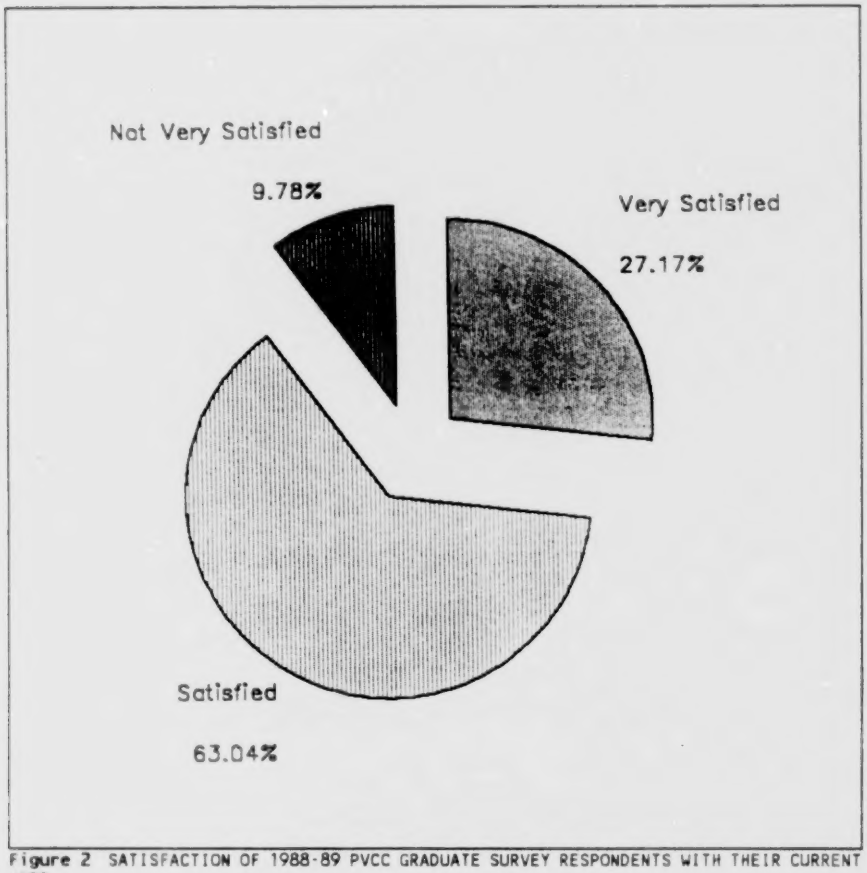

Figure 2 SATISFACTION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

are not designed to prepare students for jobs or careers but rather for transfer to four-year colleges or universities.

The 1988-89 graduate survey respondents were slightly more satisfied with their jobs than were respondents from the PVCC graduating classes of 1987-88 and 1986-87 and about as satisfied as graduate survey respondents of graduating classes prior to 1986-87. As can be seen in Table 7, 9.8% of the 1987-1988 survey respondents were not very satisfied or dissatisfied with their jobs, in contrast to 12.6% of the 1987-88 respondents and 15.9% of the 1986-87 respondents. Less than 10% of survey respondents of the classes of 1984-1985 and 1985-1986 were not very satisfied or dissatisfied with their jobs.

The job satisfaction of 1988-89 survey respondents by job category is presented in Table 8. In all categories except three, the majority of respondents indicated they were either very satisfied or satisfied. In two of the three categories, health technician and typist, the only respondent indicated he or she was not very satisfied; in the other category, computer programmer, one respondent indicated he or she was satisfied, and the other indicated he or she was not very satisfied.

Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not just jobs but careers as well. Not only were most 1988-89 survey respondents satisfied with their jobs, but the majority planned to continue within the same career fields.

As can be seen in Table 9, a larger percentage of 1988-89 respondents than of respondents of any previous graduating class since 1985-86 intended to pursue their jobs as long-range careers. What *was* different about the 1988-89 respondents was the large number who were undecided. Approximately one-third of the respondents were undecided, a fivefold increase over the previous year and nearly double that of any previous graduating class.

The intention of 1988-89 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which all respondents saw as long-range careers included electronics worker, law enforcement official, nurse, respiratory technician, and typist. Jobs which over half of the respondents did not see as long-range careers included child care worker and computer programmer. The job category with the most respondents, nurse, was generally viewed as a long-range career. Fifteen nursing respondents reported they would pursue their jobs as long-range careers, and three reported they were undecided.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1988-89 graduate survey respondents. Nearly 30% of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3). Approximately 65% indicated that the academic preparation was good. Only 4.5% indicated that the academic preparation

was fair, and only 1.1% indicated it was poor.

The evaluation of academic preparation for employment by academic program by 1988-89 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good preparation for their current jobs. In only one program, the career studies certificate program in management and banking, did all respondents feel the academic preparation was either fair or poor, but this may be misleading since only one graduate in this program responded to the survey item. In this context, one should remember that the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

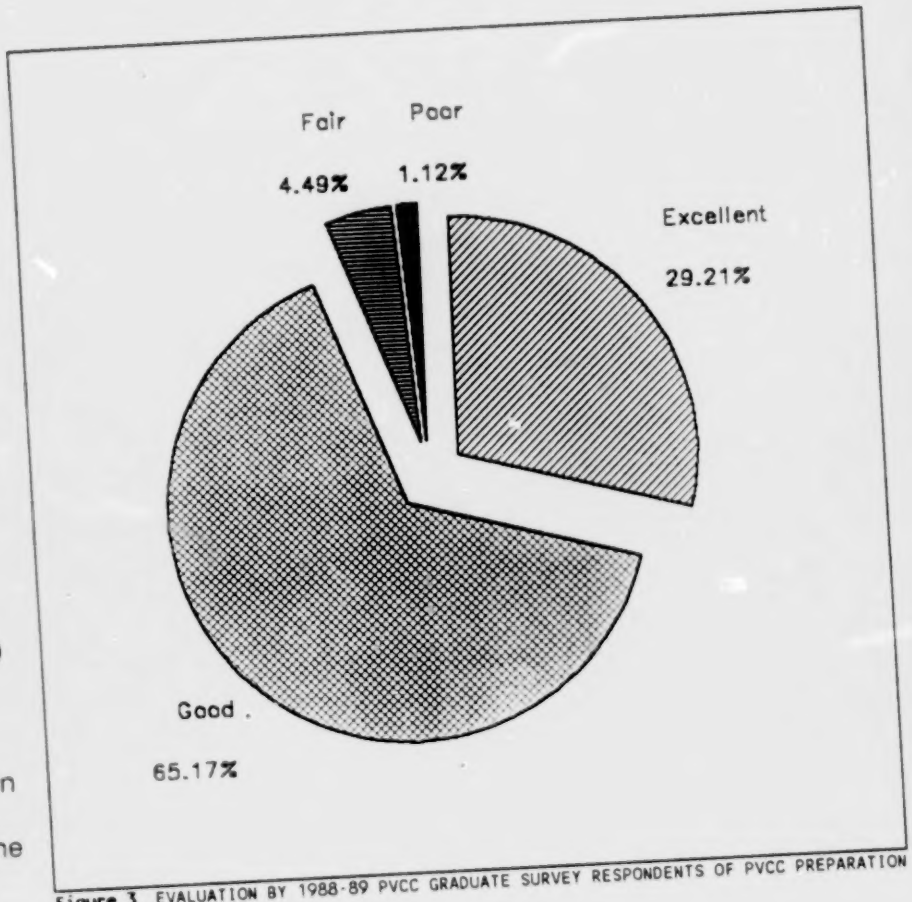

Figure 3 EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF PVCC PREPARATION FOR A JOB

The evaluation of their academic preparation for employment by the 1988-89 graduate survey respondents was quite similar to that of previous graduating classes (see Table 12). While the percentage of 1988-89 respondents indicating excellent preparation was the lowest since the class of 1982-83, the percentages indicating good preparation was the highest ever, and the percentage indicating either fair or poor preparation was the lowest ever.

One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their education has prepared them are more likely to rate an educational institution highly than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfaction. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those high satisfied with their jobs.

For the most part, these expectations were true for 1988-89 graduate survey respondents (though not nearly as much so as for 1987-88 respondents). As can be seen in Table 13, only 3.9% of those respondents in either full-time or part-time jobs related to their fields of study at PVCC rated their academic preparation at the college as either fair or poor. On the other hand, 16.7% of all respondents with either full-time or part-time jobs *not* related to their fields of study at PVCC rated their academic preparation as either fair or poor.

With respect to job satisfaction, all of the survey respondents except one very satisfied with their jobs rated their academic preparation as either excellent or good, and only 94.4% of those satisfied with their jobs rated their academic preparation as either excellent or good. Less than 90% of those not very satisfied with their jobs rated their academic preparation as either excellent or good.

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As can be seen in Figure 4, the vast majority of 1988-89 graduate survey respondents felt they were better or equally prepared.

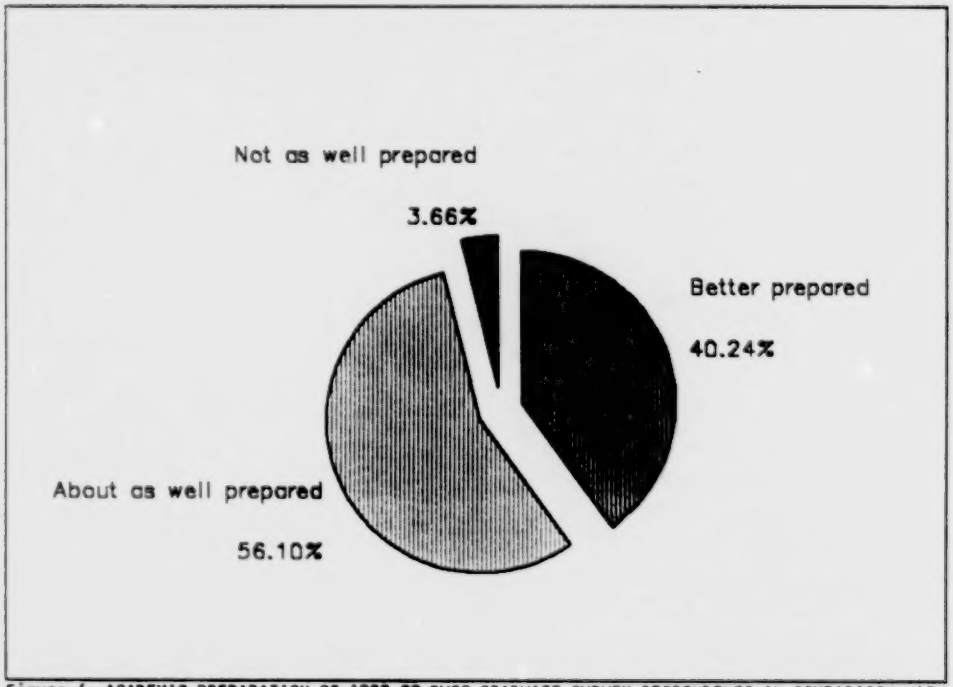

Figure 4 ACADEMIC PREPARATION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON WITH OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS

Less than 5% of the survey respondents felt they were not as well prepared as other

new employees within the same career fields. Slightly over 40% felt they were better prepared than other new employees, and slightly over 56% felt they were about as well prepared. Comparisons with other employees by PVCC academic program are presented in Table 14 and by job category in Table 15.

With respect to career assistance, 8 respondents indicated they received direct job assistance from PVCC. Seven of the 8 received AAS degrees, 3 in nursing, one in drafting & design, one in electronics, one in management, and one in office systems technology. The eighth respondent received an AS degree in business administration.

Table 16 presents the evaluation by 1988-89 graduate survey respondents of various career assistance services offered by the college. As can be seen, for the most part, these services were rated quite highly by survey respondents. Over 40% of the respondents rated faculty services as excellent (43.1%) and nearly 50% rated them as good (47.7%). Less than 10% rated faculty services as either fair or poor. The academic program was rated as excellent by 37.9% of the respondents, good by 50%, fair by 10.6%, and poor by only 1.5%. Co-op services were rated as excellent by 40.6% of the respondents, good by 40.6%, fair by 15.6%, and poor by 3.1%. With respect to student services, over 80% of the respondents rated them as either excellent or good.

SALARIES

The mean, or average, annual salary earned by 1987-1988 graduate survey respondents was $17,390, and the median, or midpoint, salary was $19,650. The highest salary reported was $40,000 and the lowest $2,600. As can be seen in Figure 5, the distribution of salaries was nearly normal, though slightly skewed right.[2]

Slightly over one-half of all respondents earned less than $20,000. Nearly two-thirds of all respondents earned between $10,000 and $25,000, and over one-fourth earned between $20,000 and $25,000. Only 10.3% earned less than $10,000, and only 12.8% earned over $30,000.

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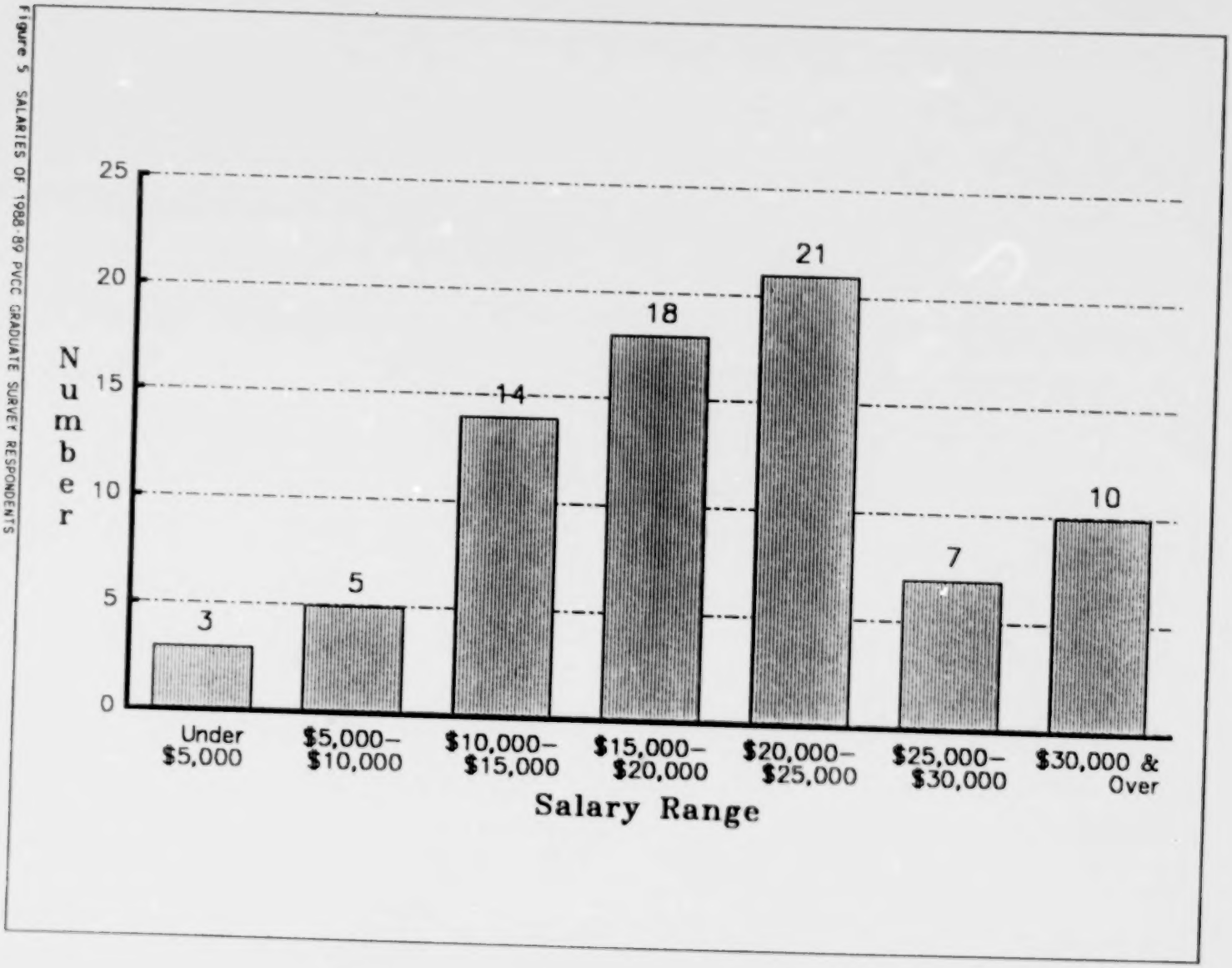
[2]When a histogram, or distribution of data values, is nonsymmetric, or not shaped like a bell curve, it is skewed. When the data show a pattern with a left tail, the histogram is skewed left. This occurs when the mean, or average, is lower than the median, or midpoint. The degree of skewness can be calculated using the Pearsonian coefficient of skewness. Using this method, values will range from -3 (totally skewed left) to +3 (totally skewed right). If the data are perfectly symmetric, the value will be 0. In the case of the salaries reported in this study, the Pearsonian coefficient of skewness is +0.346166.

Figure 5 SALARIES OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS



The salaries of the 1988-89 graduate survey respondents by degree and academic program are presented in Table 17. As might be expected, given the fact that college transfer programs are not designed to provide jobs for graduates, salaries for those enrolled in occupational/technical programs were higher than salaries for those enrolled in college transfer programs. The mean salary for survey respondents earning the AA degree was $16,150, and the median salary was $11,000; the mean salary for those earning the AS degree was $11,184, and the median salary was $11,900. The mean and median salaries for those earning the AAS degree were nearly the same (mean = $21,117; median = $21,153), and the mean and median salaries for those earning certificates were the same ($18,389).

Salaries of 1988-89 survey respondents by job category are presented in Table 18. The highest *average* salary was earned in the job category of health technician ($30,000) and the lowest in the category of child care worker. Job categories with mean salaries exceeding $20,000 were health technician, business manager ($27,337), nurse ($23,434), law enforcement official ($23,400), and computer programmer ($21,000).

As might be expected, salaries earned by graduates employed part-time were lower than those of graduates employed full-time (see Table 19). Those with jobs related to their fields of study at PVCC earned approximately the same salaries as those with unrelated jobs. Although the mean salary for those with full-time, related jobs was less than the mean salary for those with full-time, unrelated jobs, the median salary was higher. The mean and median salaries for those with part-time, related

jobs were only slightly lower that the mean and median salaries for those with part-time, unrelated jobs.

A very slight correlation between job satisfaction and salary was evident for 1988-89 survey respondents. As can be seen in Table 19, the mean and median salaries for those very satisfied with their jobs were higher than the salaries for those satisfied, and the mean and median salaries for those satisfied were higher than the salaries for those not very satisfied or dissatisfied. Surprisingly, the respondent with the lowest salary and the respondent with the highest salary both reported they were satisfied with their jobs.

Male and female graduate survey respondents earned approximately the same salaries (see Table 20). While the mean salary for males was slightly higher than the mean salary for females, the median salary for males was slightly lower than the median salary for females. However, it is interesting to note that the respondent earning the highest salary ($40,000) was a male, and the respondent earning the lowest salary ($2,600) was a female.

White respondents earned higher salaries than minority respondents. The mean salary for whites was approximately $2,500 higher than that for blacks, and the median salary for whites was $4,000 higher than that for blacks. No minority graduates other than blacks responded to the graduate survey.

With respect to age, the highest salaries were earned by respondents 35 to 45 years of age (mean = $23,975; median = $24,000). As might be expected, the lowest salaries were earned by respondents 18 to 22 years of age (mean = $11,336; median

= $11,096). None of the respondents reporting salaries were under the age of 18 or over the age of 60.

Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1977-78 through 1988-89.

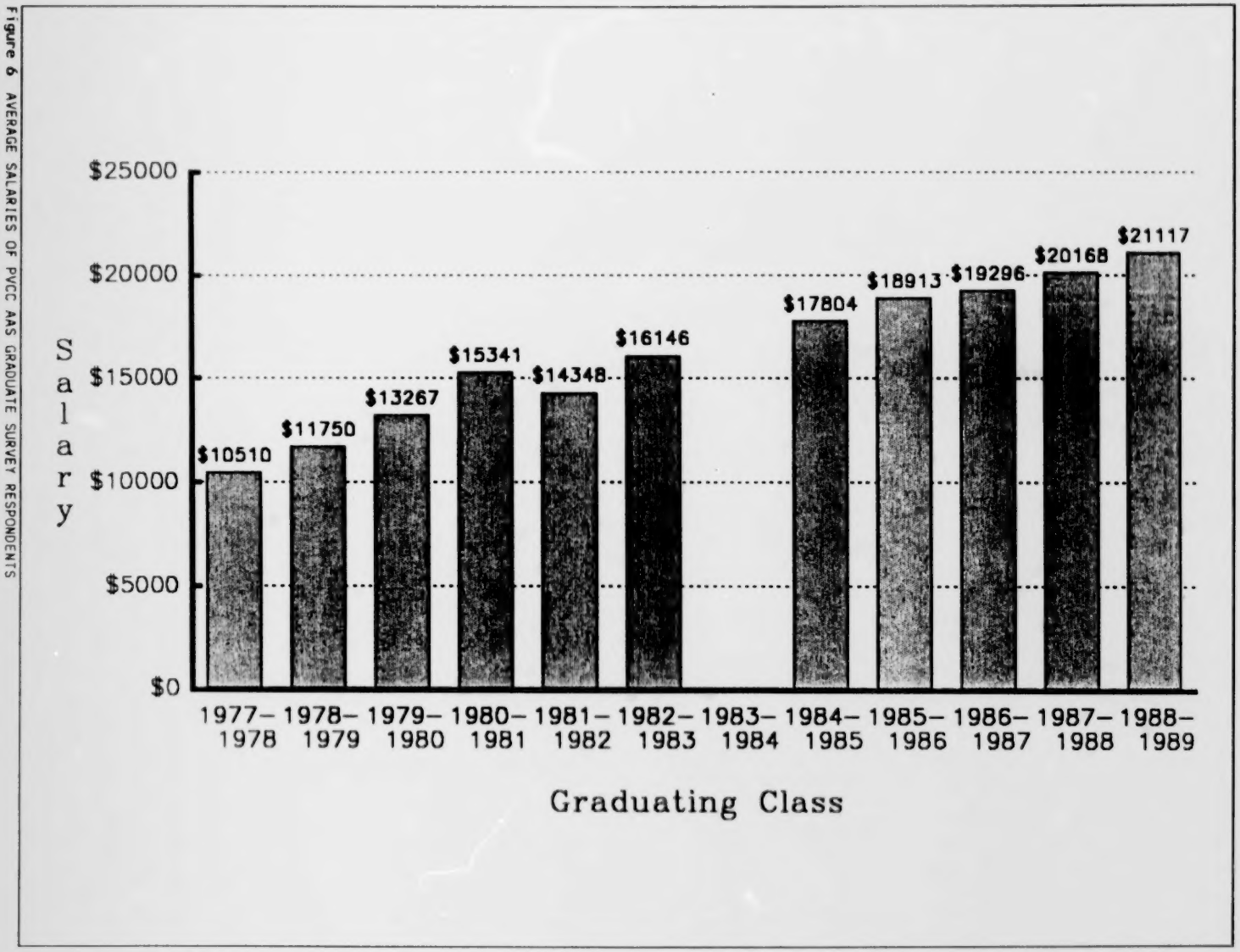


Figure 6 AVERAGE SALARIES OF PVCC AAS GRADUATE SURVEY RESPONDENTS

AAS graduate survey respondents of the class of 1988-89 earned a 4.7% higher mean salary than their counterparts of the class of 1987-88. This is approximately the same as the 4.5% increase earned by 1987-88 survey respondents and higher than the 2% increase earned by 1986-87 survey respondents. However, the increase was lower than the roughly 10% increase enjoyed each year by graduating classes from 1977-78 to 1980-81.

Although AAS graduates of the class of 1988-89 earned more than AAS graduates of previous classes, the mean salary for *all* 1988-89 survey respondents ($17,390) was considerably lower than the mean salary for all 1987-88 survey respondents ($19,595). The median salary for 1988-89 survey respondents ($19,650) was also considerably lower than the median salary for 1987-88 respondents ($20,978).

FURTHER EDUCATION

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the largest number typically transfer to the University of Virginia (UVa). With the advent of the joint adult degree program in 1984-85 between Mary Baldwin College and PVCC, an increasingly larger number of graduates has transferred each year to Mary Baldwin. Another institution which has enrolled large numbers of PVCC graduates each year has been James Madison University (JMU).

Figure 7 shows to which schools 1988-89 graduate survey respondents transferred.

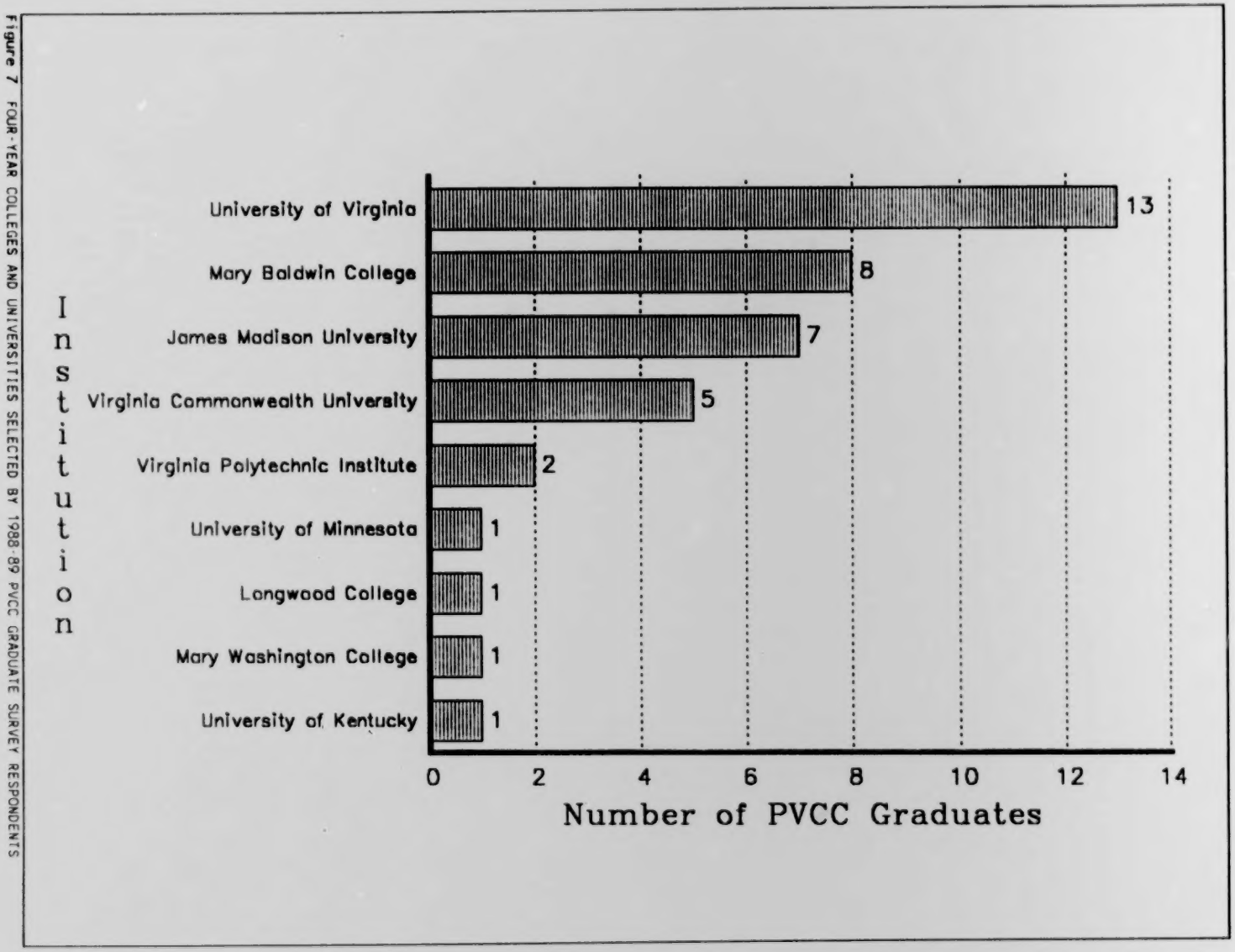


Figure 7 FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS

It should come as no surprise that the University of Virginia was selected by the largest number of respondents (13), followed by Mary Baldwin College (8), then by James Madison University (7). Every recent graduating class has chosen these three institutions, and except for the class of 1986-87, UVa has always been the institution selected by the largest number of survey respondents.[3] Other colleges or universities chosen by 1987-1988 graduate survey respondents were Virginia Commonwealth University (VCU) (5), Virginia Polytechnic Institute and State University (VPI&SU) (2), the University of Minnesota (1), Longwood College (1), Mary Washington College (1), and the University of Kentucky (1).

For the most part, the institutions to which the survey respondents transferred were their first choices. Over three-quarters of the respondents indicated the school they were attending was their first choice (76.3%). Slightly under 20% indicated the school was their second choice (18.4%), and slightly over 5% indicated the school was their third choice (5.3%).

Most graduates studied full-time at the colleges or universities to which they transferred (89.5%). Three respondents studied part-time at Mary Baldwin College and one studied part-time at UVa.

Like 1987-88 survey respondents, 69.7% of whom were women, most 1988-89 survey respondents were women (61.5%). None of the respondents were members of a minority race. In terms of age, 31.7% of the respondents were less than 22 years

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[3]More 1986-1987 survey respondents transferred to Mary Baldwin College (9) than to the University of Virginia (8) or James Madison University (5).

old, 19.5% were between 22 and 25, 24.4% were between 25 and 35, 17.1% were between 35 and 45, and 7.3% were 45 years of age or older.

Twenty-two of the respondents received the AS degree at PVCC (56.4%), 13 received the AA degree (33.3%), 3 received the AAS degree (7.3%), and one received a career studies certificate (2.6%). The academic programs at PVCC in which these respondents enrolled were business administration (n=12; 30.7%), liberal arts (n=12; 30.7%), general studies (n=6; 15.4%), science (n=3; 7.7%), fine arts (n=1; 2.6%), education (n=1; 2.6%), management (n=1; 2.6%), marketing (n=1; 2.6%), computer information systems (n=1; 2.6%), and career studies (n=1; 2.6%).

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. As has usually been the case with survey respondents, business was the most popular field of study, 9 respondents choosing it. Five respondents chose English, and 4 chose marketing. Two respondents each chose accounting, architecture, communications, mathematics, and sociology, and 7 different fields were chosen by one respondent each. Fields of study by four-year institution are presented in Table 21.

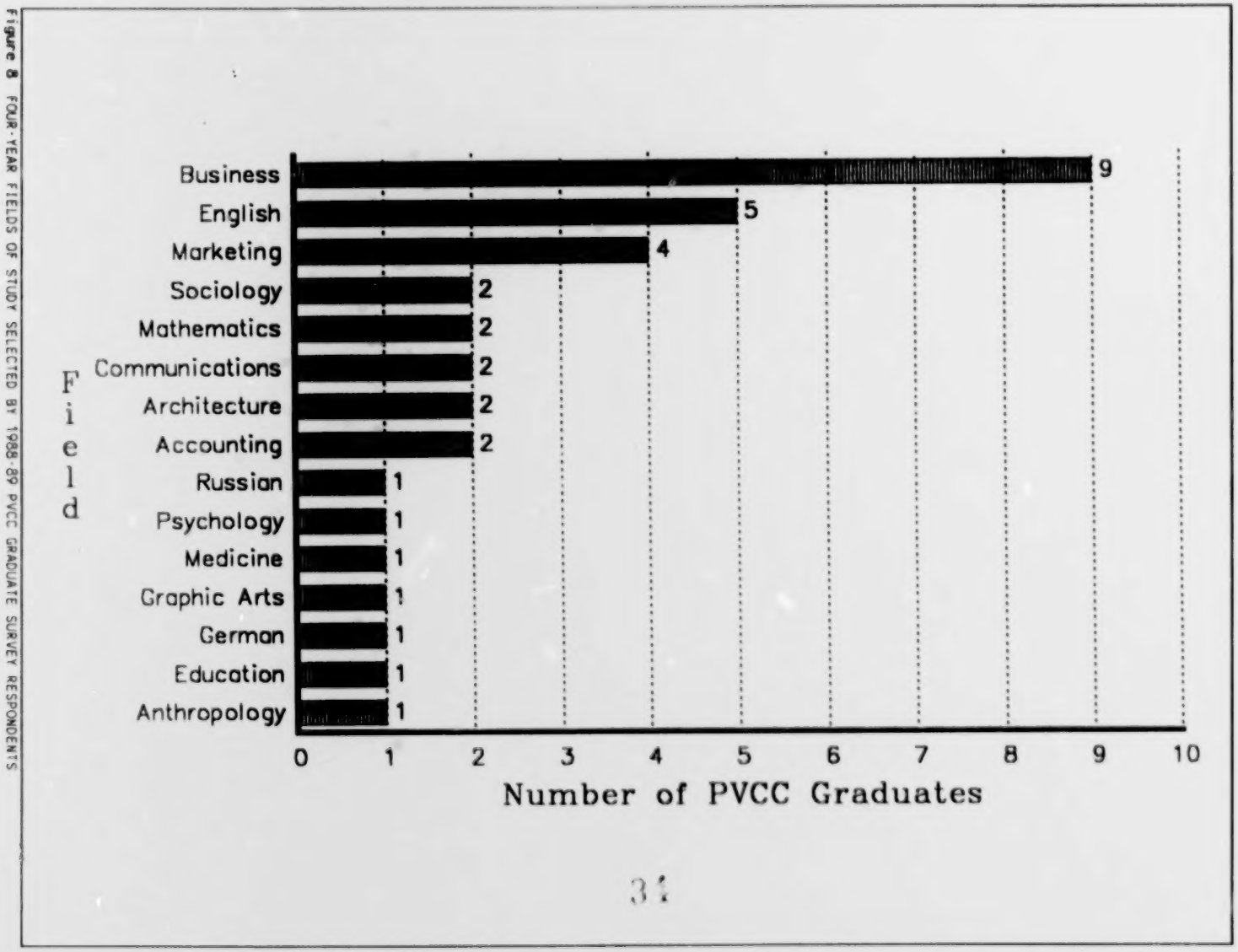

Figure 8 FOUR-YEAR FIELDS OF STUDY SELECTED BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS

Most respondents reported that their PVCC credits were accepted as expected by the institutions to which they transferred. One respondent indicated that 30 PVCC credits were not accepted at UVa as expected, and another reported that 18 PVCC credits were not accepted at JMU as expected. Several respondents noted that although their PVCC credits did transfer as expected, a number of PVCC credits were not accepted by the senior institution. The actual number of credits rejected by senior institutions ranged from 2 to 70. As has happened with previous graduating classes, a number of respondents also noted in the comment section of the survey that they had problems transferring certain PVCC courses (see Appendix C).

Most survey respondents seemed to be performing quite well academically at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 3.195. The lowest GPA reported was 1.500 and the highest was 4.000. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

The institution with the highest average GPA was the University of Minnesota (3.800), and the institution with the lowest average GPA was VPI&SU (2.680). However, only one respondent from each of these reported GPA. The highest average GPA and more than one respondent reporting GPA was VCU (3.666), and the lowest average GPA with more than one respondent reporting GPA was JMU (2.816). In last year's survey, VCU was the institution with the lowest average GPA. Respondents at

5 institutions--the University of Minnesota, VCU, Mary Baldwin College, UVa, and the University of Kentucky--had average GPA's over 3.000.

In fields of study with more than one respondent, the following GPA's were reported: English--3.500 (n=4); sociology--3.475 (n=2); communications--3.350 (n=2); mathematics--3.295 (n=2); business--3.157 (n=7); marketing--3.120 (n=4); and graphic arts--2.900 (n=2).

As was the case last year, females earned higher grade point averages than males (see Table 24). The mean female GPA was 3.298 and the mean male GPA was 3.047. Because only one respondent was minority, it is difficult to draw any meaningful conclusions with respect to race and GPA. With respect to age, however, older respondents generally performed better academically than younger respondents. The average GPA of respondents 21 years of age and younger was 2.840; the average GPA of respondents between 22 and 35 years of age was 3.400; the average GPA of respondents between 35 and 45 years of age was 3.250; the average GPA of the one respondent between 45 and 60 years of age was 3.800; and the average GPA of the one respondent 60 years of age or older was 3.750.

Academically, as measured by GPA, 1988-89 survey respondents performed about as well as previous graduating classes. The average GPA of 1988-89 survey respondents was nearly identical to the average GPA of 1987-88 respondents (3.190), and only slightly lower than that of 1986-87 respondents (3.210).

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year

colleges or universities. A number return to community colleges or other educational institutions. Twelve 1988-89 survey respondents indicated they had continued their education at PVCC, one indicated he or she was studying at J. Sargeant Reynolds Community College, and one indicated he or she was enrolled at ICS (a correspondence school). All 14 of the respondents at these schools were studying part-time, and the programs in which they enrolled are presented in Table 25. It is interesting to note that exactly half of these respondents were studying business.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the vast majority of 1988-89 graduate survey respondents were quite satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by slightly over one-half of all respondents (51.2%), and good by nearly one-half (43.9%). Only 2.4% felt their academic preparation was fair or poor.

These evaluations are broken down by degree and academic program in Table 26. Twenty-two and two-tenths percent of the respondents earning the AA degree rated their academic preparation as excellent, 66.7% rated it as good, and 11.1% rated it as fair. No respondents earning the AA degree rated their academic preparation as poor. Over one-half of those earning the AS degree rated their academic preparation as excellent (58.6%), and over one-third rated it as good (37.9%). One respondent earning the AS degree rated his or her academic preparation as poor

(3.4%). Fourteen and three-tenths percent of those earning the AAS degree rated their academic preparation as excellent, and 85.7% rated it as good. Two-thirds of the respondents earning career studies certificates rated their academic preparation as excellent, and one-third rated it as good. Academic programs with more than one respondent and which half or more of the respondents rated as excellent were the career studies certificate in business and management (100%) education (85.7%), business administration (50%), general studies (50%), and science (50%).

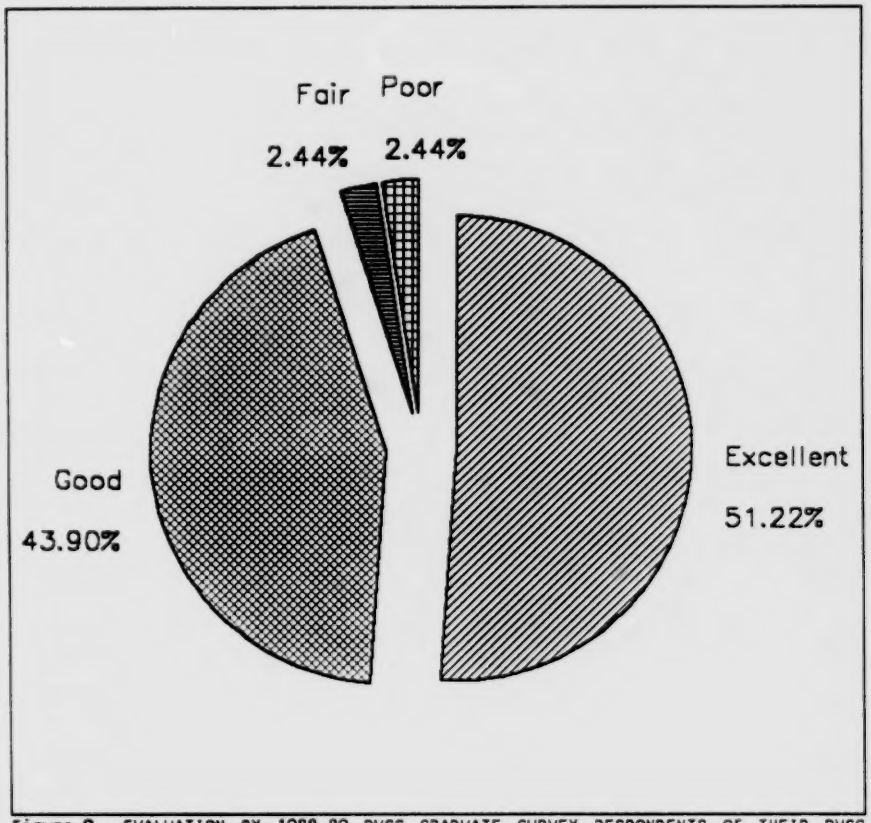

Figure 9 EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. The only institution attended by more than one PVCC graduate at which half or more of the res-

pondents rated their PVCC academic preparation as excellent was JMU (62.5%). However, with only two exceptions, all respondents rated their academic preparation as *either* excellent or good. One respondent attending the VPI&SU rated his or her academic preparation at PVCC as poor (50%), and one respondent attending JMU rated his or her academic preparation as poor (12.5%).

Four-year academic programs in which more than one PVCC graduate was enrolled and in which half or more of the respondents rated their PVCC academic preparation as excellent were English (80%), graphic arts (66.7%), and marketing (50%). In no fields were any fair or poor ratings given.

These evaluations are slightly higher than those of previous graduating classes. As can be seen in Table 29, the percentage of 1988-89 survey respondents rating their PVCC academic preparation as excellent was the highest ever, and the percentage rating it as good was one of the highest (though not as high as the percentage of 1987-88 respondents). The percentage of 1988-89 survey respondents who felt their PVCC academic preparation was fair or poor was the lowest ever.

As can be seen in Figure 10, most respondents believed they were better or equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred. Over one-third felt they were better prepared (37.8%), and over one-half felt they were about as well prepared (54.1%). Less than 10% felt they were less prepared (8.1%).

These evaluations are broken down by PVCC degree and academic program in Table 30. Three respondents (27.3%) earning the AA degree claimed they were better

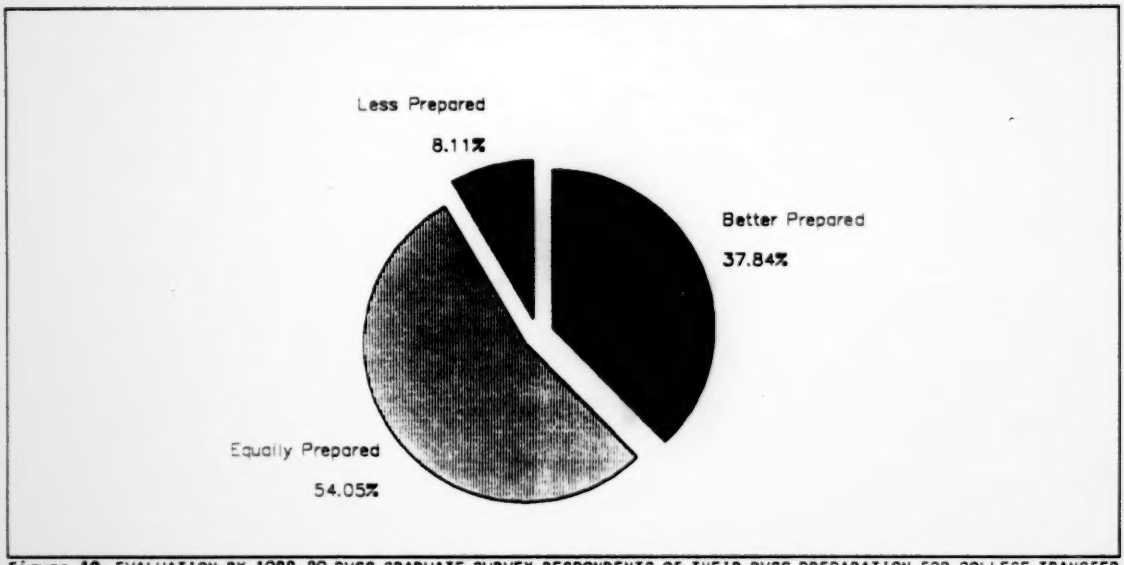

Figure 10 EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

prepared academically than students beginning as freshmen at the four-year schools to which they transferred, and 8 (72.7%) claimed they were about as well prepared. Forty percent of those earning the AS degree felt they were better prepared, 48% felt they were about as well prepared, and 12% felt they were less prepared. Eighty percent of the respondents earning the AAS degree felt about as well prepared as their counterparts who started as freshmen and 20% felt less prepared. Over one-third of the respondents earning career studies certificates felt about as well prepared as students who began as freshmen at the four-year school to which they transferred (37.8%), over one-half felt equally prepared (54.1%), and less than ten percent felt less prepared (8.1%).

In the PVCC programs with more than one respondent, the majority of respondents thought they were about as well prepared as students starting as freshmen. For the second year in a row, the only program in which at least half the respondents felt

better prepared was science. One-half of the science graduates felt better prepared, and one-half felt equally prepared.

These evaluations are presented by four-year institutions in Table 31 and by four-year fields of study in Table 32. The only respondents at two institutions (Mary Washington College and the University of Minnesota) felt better prepared academically in comparison to students who began as freshmen at these two institutions. With respect to being less prepared, one respondent attending JMU (14.3%) felt less prepared. At the school with the most respondents, UVa, 2 respondents (18.2%) felt better prepared than students beginning as freshmen, and 9 felt about as well prepared (81.8%).

The only respondents in four-year fields of study (engineering, German, psychology, and Russian) felt better prepared academically in comparison to students who began as freshmen at four-year institutions. In all other fields, respondents felt either better prepared academically or equally prepared.

As can be seen in Table 33, 1988-89 AA/AS graduate survey respondents felt more favorably than previous respondents that they were better or equally prepared academically by PVCC in comparison to students beginning as freshmen at the four-year schools to which the respondents transferred. The percentage feeling less prepared academically (6.1%) was the lowest ever, and the percentage feeling better prepared was the second highest ever.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, the majority survey respondents felt the quality was the

same at both institutions. Fifteen and two-tenths percent felt PVCC offered better quality instruction, and 12.1% felt the four-year college offered better quality instruction. These percentages are similar to those of previous graduating classes. The evaluation of quality of instruction by four-year institution are presented in Tables 34 and 35.

With respect to the strictness of grading practices, most of the respondents (63.6%) felt that PVCC had the same grading practices than the four-years schools to which the respondents transferred did (see Table 36). Six and one-tenth percent felt that PVCC had stricter grading practices, and 30.3% felt that the four-year school had stricter grading practices. As can be seen in Table 37, these evaluations are different than those of most previous PVCC graduating classes. Past survey respondents have usually reported that four-year schools graded more strictly than PVCC. One needs to go back to the class of 1982-83 to discover similar (in this case, identical) findings.

With respect to student competitiveness, two-thirds of the graduate survey respondents thought PVCC was less competitive than the four-year school to which they transferred, and most of the other (30.3%) thought both schools were equally competitive. Only one respondent (3%) believed PVCC was more competitive. As can be seen in Table 38, all respondents at UVa, the school with the most transfers, felt that UVa students were more competitive than students at PVCC.

The responses of 1988-89 PVCC graduate survey respondents earning the AA or AS degree to the question of student competitiveness were similar to those of respondents of previous graduating classes. As can be seen in Table 37, most

graduate survey respondents have felt that PVCC students are less competitive than four-year students. Very few have believed that four-year students are less competitive.

While, generally, survey respondents felt that students were less competitive at PVCC than at four-year colleges or universities, they also felt that PVCC faculty and staff were friendlier than faculty and staff at their four-year schools. As can be seen in Table 40, over half of the 1988-89 graduate survey respondents felt PVCC faculty and staff were friendlier (51.5%), and almost half felt that faculty and staff friendliness was the same at PVCC and the four-year school to which they transferred. No respondents felt that four-year faculty and staff were friendlier. Table 41 presents the evaluation of faculty and staff friendliness by the previous eight graduating classes at PVCC.

Over one-half (54.5%) of the 1988-89 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. Nearly one-half (42.4%) felt individual attention shown to students was the same at both colleges. Only one respondent (3%) felt that more individual attention was shown students at his or her four-year school--in this case, UVa--than at PVCC (see Table 42).

The evaluation by 1988-1989 AA and AS graduate survey respondents with respect to individual student attention was similar to that of previous graduating classes. As can be seen in Table 43, few graduate survey respondents have believed that PVCC shows less individual attention to students than four-year schools.

Most 1988-89 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and Co-op. Respondents were also provided the opportunity to list other college transfer services.

The majority of respondents rated all services as either excellent or good. Approximately one-half of all respondents rated all services as excellent. Approximately three-quarters of all respondents rated all services as either excellent or good. Somewhat surprisingly, one respondent rated faculty as fair in providing transfer assistance, and 7 rated faculty as poor. Typically, few if any respondents rate faculty as poor in offering transfer assistance.

CONCLUSIONS

Major findings of this study included:

1. Most 1988-89 PVCC graduate survey respondents found meaningful and satisfying employment. Slightly under one-half of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (27.2%) or satisfied (63%) with their current jobs, and nearly three-quarters planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (27.9%), business manager (16.2%), secretary (16.2%), child care worker (11.8%), accountant (5.9%), and data entry operator (5.9%).

3. The mean, or average, annual salary earned by 1988-89 graduate survey respondents was $17,390, and the median, or midpoint, salary was $19,650. The highest salary reported was $40,000 and the lowest $2,600. The distribution of salaries was fairly normal, though slightly skewed right, with approximately two-thirds of all respondents earning between $10,000 and $25,000. The mean salary for males was higher than that for females, but the median salary for females was higher than that for males. Generally, older respondents earned more than younger respondents.

4. Approximately 95% of the survey respondents believed that PVCC provided excellent (29.2%) or good (65.2%) academic preparation for jobs. Only 4.5% believed PVCC provided fair academic preparation, and only 1.1% believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (40.2%) or equally (56.1%) prepared in comparison to other new employees within the same career fields. Only 3.7% felt they were not as well prepared.

6. More 1988-89 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to the University of Virginia than to any other institution. Two other institutions--James Madison University and Mary Baldwin College--enrolled large numbers of survey respondents. The most popular field of study at four-year institutions was business. Nine respondents attending four-year schools were enrolled in business programs. Other programs in which more than two respondents enrolled were English (5) and marketing (4).

7. Most 1988-89 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.195. The lowest GPA reported was 1.500 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (51.2%) or good (43.9%) academic preparation for transfer. Only one respondent felt that PVCC provided poor preparation. Most respondents also believed they were better (37.8%) or equally (54.1%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that the grading practices were the same at both schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

TABLES

TABLE 1: NUMBER OF 1988-89 PVCC GRADUATES AND GRADUATE SURVEY RESPONDENTS BY DEMOGRAPHIC CHARACTERISTICS

CATEGORY	ALL GRADUATES	SURVEY RESPONDENTS	RETURN PCT.
SEX			
Male	83	35	42.2%
Female	142	87	61.3%
RACE			
White	213	114	53.5%
Black	10	6	60.0%
Indian	0	0	--
Asian	2	2	100.0%
Hispanic	0	0	--
Other	0	0	--
AGE			
Under 18	0	0	--
18-21	44	22	50.0%
22-24	41	19	46.3%
25-34	77	46	59.7%
35-44	45	24	53.3%
45-59	16	10	62.5%
60 & Over	2	1	50.0%
RESIDENCE			
Albemarle	65	32	49.2%
Buckingham	0	0	--
Fluvanna	13	5	38.5%
Greene	19	7	36.8%
Louisa	17	8	47.1%
Nelson	11	7	63.6%
Charlottesville	68	31	45.6%
TOTAL-IN-DISTRICT	193	90	46.6%
Out-of-District	30	16	53.3%
Out-of-State	1	1	100.0%
TOTAL	225	122	54.2%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

TABLE 2: NUMBER OF 1988-89 PVCC GRADUATE AWARDS AND GRADUATE SURVEY RESPONDENT AWARDS BY PROGRAM ENROLLMENT AND DEGREE

PROGRAM	ALL GRADUATES	SURVEY RESPONDENTS	PCT.
Liberal Arts	21	15	71.4%
Fine Arts	4	1	25.0%
A.A. DEGREE	25	16	64.0%
Business Administration	43	20	46.5%
Education	5	4	80.0%
General Studies	22	9	40.9%
Science	6	4	66.7%
A.S. DEGREE	76	37	48.7%
Accounting	6	3	50.0%
Computer Programming	3	2	66.7%
Computer Aided Drafting	3	1	33.3%
Electronics	4	1	25.0%
Laboratory Science	1	0	..
Management	16	10	62.5%
Marketing	3	2	66.7%
Nursing	42	21	50.0%
Police Science	3	1	33.3%
Respiratory Therapy	4	2	50.0%
Secretarial Science	5	5	100.0%
A.A.S. DEGREE	90	48	53.3%
Clerical Studies	3	1	33.3%
Career Studies	31	20	64.5%
CERTIFICATE	34	21	61.8%
TOTAL	225	122	54.2%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

TABLE 3: EMPLOYMENT STATUS OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY DEGREE AND PROGRAM

PROGRAM	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Full Time Home-Maker		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Liberal Arts	1	14.3%	2	28.6%	1	14.3%	3	42.9%	0	--	0	--
Fine Arts	0	--	0	--	0	--	0	--	0	--	1	100.0%
A.A. DEGREE	1	12.5%	2	25.0%	1	12.5%	3	37.5%	0	--	1	12.5%
Business Administration	8	42.1%	1	5.3%	2	10.5%	1	5.3%	0	--	7	36.8%
Education	2	33.3%	0	--	2	33.3%	1	16.7%	0	--	1	16.7%
General Studies	2	22.2%	2	22.2%	0	--	2	22.2%	1	11.1%	2	22.2%
Science	0	--	0	--	0	--	1	25.0%	0	--	3	75.0%
A.S. DEGREE	12	31.6%	3	7.9%	4	10.5%	5	13.2%	1	2.6%	13	34.2%
Accounting	3	100.0%	0	--	0	--	0	--	0	--	0	--
Computer Programming	1	50.0%	0	--	0	--	1	50.0%	0	--	0	--
Computer Aided Drafting	0	--	0	--	1	100.0%	0	--	0	--	0	--
Electronics	1	100.0%	0	--	0	--	0	--	0	--	0	--
Management	6	60.0%	4	40.0%	0	--	0	--	0	--	0	--
Marketing	2	100.0%	0	--	0	--	0	--	0	--	0	--
Nursing	18	85.7%	0	--	2	9.5%	0	--	1	4.8%	0	--
Police Science	1	100.0%	0	--	0	--	0	--	0	--	0	--
Respiratory Therapy	2	100.0%	0	--	0	--	0	--	0	--	0	--
Secretarial Science	2	40.0%	1	20.0%	2	40.0%	0	--	0	--	0	--
A.A.S. DEGREE	36	75.0%	5	10.4%	5	10.4%	1	2.1%	1	2.1%	0	--
Career Studies	11	91.7%	0	--	1	8.3%	0	--	0	--	0	--
Automotive Technology	1	100.0%	0	--	0	--	0	--	0	--	0	--
Business & Mgmt. (Banking)	1	100.0%	0	--	0	--	0	--	0	--	0	--
Business Management	2	100.0%	0	--	0	--	0	--	0	--	0	--
Bus. Mgmt. & Supervision	1	100.0%	0	--	0	--	0	--	0	--	0	--
Child Care	1	50.0%	1	50.0%	0	--	0	--	0	--	0	--
Management (Banking)	1	100.0%	0	--	0	--	0	--	0	--	0	--
Office Systems Technology	1	100.0%	0	--	0	--	0	--	0	--	0	--
CERTIFICATE	19	90.5%	1	4.8%	1	4.8%	0	--	0	--	0	--
TOTAL	68	59.1%	11	9.6%	11	9.6%	9	7.8%	2	1.7%	14	12.2%

Note that percentage figures are by row (program).

TABLE 4: EMPLOYMENT STATUS OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY DEGREE

YEAR/DEGREE	Employed Full-Time Related Field No.	Pct.	Employed Full-Time Unrelated Field No.	Pct.	Employed Part-Time Related Field No.	Pct.	Employed Part-Time Unrelated Field No.	Pct.	Not Employed Seeking Job No.	Pct.	Not Employed Not Seeking Job No.	Pct.
1981-1982												
AA/AS	10	19.2%	6	11.5%	1	1.9%	12	23.1%	2	3.8%	21	40.4%
AAS	44	63.8%	12	17.4%	5	7.2%	4	5.8%	2	2.9%	2	2.9%
Diploma/Certificate	10	66.7%	3	20.0%	0	--	0	--	2	13.3%	0	--
TOTAL	64	47.1%	21	15.4%	6	4.4%	16	11.8%	6	4.4%	23	16.9%
1982-1983												
AA/AS	8	18.6%	9	20.9%	1	2.3%	11	25.6%	1	2.3%	13	30.2%
AAS	60	84.5%	4	5.6%	3	4.2%	0	--	2	2.8%	2	2.8%
Diploma/Certificate	5	50.0%	3	30.0%	1	10.0%	0	--	0	--	1	10.0%
TOTAL	73	58.9%	16	12.9%	5	4.0%	11	8.9%	3	2.4%	16	12.9%
1983-1984	(A follow-up survey was not conducted for the class of 1983-1984)											
1984-1985												
AA/AS	7	21.2%	4	12.1%	3	9.1%	4	12.1%	3	9.1%	12	36.4%
AAS	46	71.9%	5	7.8%	8	12.5%	0	--	4	6.3%	1	1.6%
Diploma/Certificate	20	76.9%	3	11.5%	0	--	0	--	1	3.8%	2	7.7%
TOTAL	73	59.3%	12	9.8%	11	8.9%	4	3.3%	8	6.5%	15	12.2%
1985-1986												
AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
Diploma/Certificate	23	85.2%	2	7.4%	2	7.4%	0	--	0	--	0	--
TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-1987												
AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
Diploma/Certificate	19	73.1%	4	15.4%	2	7.7%	0	--	1	3.8%	0	--
TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%
1987-1988												
AA/AS	12	22.6%	12	22.6%	5	9.4%	8	15.1%	0	--	16	30.2%
AAS	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	--	0	--
Diploma/Certificate	15	68.2%	1	4.5%	4	18.2%	1	4.5%	0	--	1	4.5%
TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	0	--	17	13.2%
1988-1989												
AA/AS	17	20.2%	11	13.1%	11	13.1%	12	14.3%	8	9.5%	25	29.8%
AAS	37	69.8%	6	11.3%	6	11.3%	2	3.8%	1	1.9%	1	1.9%
Diploma/Certificate	21	77.8%	1	3.7%	2	7.4%	1	3.7%	1	3.7%	1	3.7%
TOTAL	75	45.7%	18	11.0%	19	11.6%	15	9.1%	10	6.1%	27	16.5%

Note that percentage figures are by row (award).

TABLE 5: EMPLOYMENT STATUS OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	3	75.0%	0	--	1	25.0%	0	--
Business Manager	10	90.9%	1	9.1%	0	--	0	--
Child Care Worker	1	12.5%	4	50.0%	2	25.0%	1	12.5%
Computer Programmer	1	50.0%	1	50.0%	0	--	0	--
Construction Worker	1	100.0%	0	--	0	--	0	--
Data Entry Operator	2	50.0%	0	--	2	50.0%	0	--
Draftsman	0	--	0	--	1	100.0%	0	--
Educator	0	--	0	--	1	50.0%	1	50.0%
Electronics Worker	1	100.0%	0	--	0	--	0	--
Health Technician	0	--	1	100.0%	0	--	0	--
Law Enforcement Official	1	100.0%	0	--	0	--	0	--
Nurse	17	89.5%	0	--	2	10.5%	0	--
Respiratory Technician	2	100.0%	0	--	0	--	0	--
Sales Clerk	1	50.0%	0	--	1	50.0%	0	--
Secretary	9	81.8%	1	9.1%	1	9.1%	0	--
Typist	1	100.0%	0	--	0	--	0	--
OTHER	18	64.3%	6	21.4%	0	--	4	14.3%
TOTAL	68	68.7%	14	14.1%	11	11.1%	6	6.1%

Note that percentage figures are by row (job category).

TABLE 6: WHEN CURRENT JOBS WERE OBTAINED BY PVCC GRADUATE SURVEY RESPONDENTS

YEAR/DEGREE	Before attending PVCC No.	Pct.	While attending PVCC No.	Pct.	After attending PVCC No.	Pct.
1981-1982						
(AAS only)	11	16.9%	14	21.5%	40	61.5%
1982-1983						
(AAS only)	16	22.2%	17	23.6%	39	54.2%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	6	30.0%	4	20.0%	10	50.0%
AAS	17	29.3%	11	19.0%	30	51.7%
Diploma/Certificate	10	90.9%	1	9.1%	0	--
TOTAL	33	37.1%	16	18.0%	40	44.9%
1985-1986						
AA/AS	10	45.5%	5	22.7%	7	31.8%
AAS	9	13.4%	26	38.8%	32	47.8%
Diploma/Certificate	17	58.6%	6	20.7%	6	20.7%
TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-1987						
AA/AS	4	13.3%	12	40.0%	14	46.7%
AAS	7	12.1%	24	41.4%	27	46.6%
Diploma/Certificate	17	60.7%	9	32.1%	2	7.1%
TOTAL	28	24.1%	45	38.8%	43	37.1%
1987-1988						
AA/AS	17	45.9%	12	32.4%	8	21.6%
AAS	10	18.9%	17	32.1%	26	49.1%
Diploma/Certificate	12	63.2%	3	15.8%	4	21.1%
TOTAL	39	35.8%	32	29.4%	38	34.9%
1988-1989						
AA/AS	10	38.5%	6	23.1%	10	38.5%
AAS	11	23.4%	17	36.2%	19	40.4%
Diploma/Certificate	10	47.6%	5	23.8%	6	28.6%
TOTAL	31	33.0%	28	29.8%	35	37.2%

Note that percentage figures are by row (award).

TABLE 7: SATISFACTION OF PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

YEAR/DEGREE	Very Satisfied No.	Pct.	Satisfied No.	Pct.	Not Very Satisfied No.	Pct.	Dissatisfied No.	Pct.
1981-1982								
AA/AS			(not available)					
AAS	14	21.5%	42	64.6%	9	13.8%	0	--
Diploma/Certificate	2	16.7%	9	75.0%	1	8.3%	0	--
TOTAL	16	20.8%	51	66.2%	10	13.0%	0	--
1982-1983								
AA/AS			(not available)					
AAS	21	31.3%	39	58.2%	7	10.4%	0	--
Diploma/Certificate	1	12.5%	6	75.0%	1	12.5%	0	--
TOTAL	22	29.3%	45	60.0%	8	10.7%	0	--
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	8	40.0%	11	55.0%	1	5.0%	0	--
AAS	16	26.7%	38	63.3%	6	10.0%	0	--
Diploma/Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
TOTAL	27	29.0%	57	61.3%	8	8.6%	1	1.1%
1985-1986								
AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
AAS	12	18.8%	47	73.4%	5	7.8%	0	--
Diploma/Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987								
AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
Diploma/Certificate	4	14.8%	22	81.5%	0	--	1	3.7%
TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%
1987-1988								
AA/AS	8	22.2%	20	55.6%	6	16.7%	2	5.6%
AAS	19	35.2%	30	55.6%	4	7.4%	1	1.9%
Diploma/Certificate	9	42.9%	11	52.4%	1	4.8%	0	--
TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%
1988-1989								
AA/AS	7	28.0%	14	56.0%	4	16.0%	0	--
AAS	11	23.9%	32	69.6%	3	6.5%	0	--
Diploma/Certificate	7	33.3%	12	57.1%	2	9.5%	0	--
TOTAL	25	27.2%	58	63.0%	9	9.8%	0	--

Note that percentage figures are by row (award).

TABLE 8: JOB SATISFACTION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	Very Satisfied No.	Pct.	Satisfied No.	Pct.	Not Very Satisfied No.	Pct.	Dissatisfied No.	Pct.
Accountant	2	50.0%	2	50.0%	0	--	0	--
Business Manager	4	40.0%	6	60.0%	0	--	0	--
Child Care Worker	1	25.0%	3	75.0%	0	--	0	--
Computer Programmer	0	--	1	50.0%	1	50.0%	0	--
Construction Worker	0	--	1	100.0%	0	--	0	--
Data Entry Operator	2	50.0%	2	50.0%	0	--	0	--
Draftsman	0	--	1	100.0%	0	--	0	--
Educator	1	50.0%	1	50.0%	0	--	0	--
Electronics Worker	0	--	1	100.0%	0	--	0	--
Health Technician	0	--	0	--	1	100.0%	0	--
Law Enforcement	1	100.0%	0	--	0	--	0	--
Nurse	4	22.2%	14	77.8%	0	--	0	--
Respiratory Technician	1	50.0%	1	50.0%	0	--	0	--
Sales Clerk	1	100.0%	0	--	0	--	0	--
Secretary	4	36.4%	5	45.5%	2	18.2%	0	--
Typist	0	--	0	--	1	100.0%	0	--
OTHER	4	14.8%	19	70.4%	4	14.8%	0	--
TOTAL	25	27.5%	57	62.6%	9	9.9%	0	--

Note that percentage figures are by row (job category).

TABLE 9: INTENTION OF PVCC GRADUATE SURVEY RESPONDENTS TO PURSUE CURRENT JOBS AS LONG-RANGE CAREERS

YEAR/DEGREE	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
1981-1982						
AA/AS			(not available)			
AAS	43	66.2%	11	16.9%	11	16.9%
Diploma/Certificate	8	66.7%	1	8.3%	3	25.0%
TOTAL	51	66.2%	12	15.6%	14	18.2%
1982-1983						
AA/AS			(not available)			
AAS	47	69.1%	11	16.2%	10	14.7%
Diploma/Certificate	4	50.0%	1	12.5%	3	37.5%
TOTAL	51	67.1%	12	15.8%	13	17.1%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	13	61.9%	6	28.6%	2	9.5%
AAS	44	73.3%	4	6.7%	12	20.0%
Diploma/Certificate	10	76.9%	1	7.7%	2	15.4%
TOTAL	67	71.3%	11	11.7%	16	17.0%
1985-1986						
AA/AS	10	50.0%	10	50.0%	--	--
AAS	50	84.7%	9	15.3%	--	--
Diploma/Certificate	21	84.0%	4	16.0%	--	--
TOTAL	81	77.9%	23	22.1%	--	--
1986-1987						
AA/AS	10	35.7%	18	64.3%	--	--
AAS	39	69.6%	17	30.4%	--	--
Diploma/Certificate	18	72.0%	7	28.0%	--	--
TOTAL	67	61.5%	42	38.5%	--	--
1987-1988						
AA/AS	12	41.4%	17	58.6%	0	--
AAS	26	63.4%	15	36.6%	0	--
Diploma/Certificate	14	82.4%	3	17.6%	1	5.9%
TOTAL	52	59.8%	35	40.2%	1	1.1%
1988-1989						
AA/AS	6	35.3%	11	64.7%	9	52.9%
AAS	32	84.2%	6	15.8%	8	21.1%
Diploma/Certificate	14	93.3%	1	6.7%	6	40.0%
TOTAL	52	74.3%	18	25.7%	23	32.9%

Note that percentage figures are by row (award).

TABLE 10: INTENTION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS TO PURSUE CURRENT JOBS AS LONG-RANGE CAREERS BY JOB CATEGORY

JOB CATEGORY	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
Accountant	2	50.0%	1	25.0%	1	25.0%
Business Manager	5	50.0%	2	20.0%	3	30.0%
Child Care Worker	1	25.0%	1	25.0%	2	50.0%
Computer Programmer	0	0.0%	2	100.0%	0	0.0%
Construction Worker	0	0.0%	0	0.0%	1	100.0%
Data Entry Operator	2	50.0%	1	25.0%	1	25.0%
Draftsman	0	0.0%	0	0.0%	1	100.0%
Educator	1	50.0%	1	50.0%	0	0.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%
Health Technician	0	0.0%	0	0.0%	1	100.0%
Law Enforcement Official	1	100.0%	0	0.0%	0	0.0%
Nurse	15	83.3%	0	0.0%	3	16.7%
Respiratory Technician	2	100.0%	0	0.0%	0	0.0%
Sales Clerk	1	50.0%	1	50.0%	0	0.0%
Secretary	6	54.5%	1	9.1%	4	36.4%
Typist	1	100.0%	0	0.0%	0	0.0%
OTHER	14	51.9%	7	25.9%	6	22.2%
TOTAL	52	56.5%	17	18.5%	23	25.0%

Note that percentage figures are by row (job category).

TABLE 11: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR EMPLOYMENT BY ACADEMIC PROGRAM

PROGRAM	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Liberal Arts	3	50.0%	2	33.3%	1	16.7%	0	--
Fine Arts	0	--	0	--	0	--	0	--
A.A. DEGREE	3	50.0%	2	33.3%	1	16.7%	0	--
Business Administration	3	30.0%	7	70.0%	0	--	0	--
Education	0	--	3	100.0%	0	--	0	--
General Studies	0	--	3	75.0%	1	25.0%	0	--
Science	0	--	0	--	0	--	0	--
A.S. DEGREE	3	17.6%	13	76.5%	1	5.9%	0	--
Accounting	0	--	3	--	0	--	0	--
Computer Programming	0	--	1	100.0%	0	--	0	--
Computer Aided Drafting	0	--	1	100.0%	0	--	0	--
Electronics	0	--	1	100.0%	0	--	0	--
Laboratory Science	0	--	0	--	0	--	0	--
Management	0	--	9	90.0%	1	10.0%	0	--
Marketing	1	50.0%	1	50.0%	0	--	0	--
Nursing	11	55.0%	8	40.0%	0	--	1	5.0%
Police Science	1	100.0%	0	--	0	--	0	--
Respiratory Therapy	0	--	2	100.0%	0	--	0	--
Secretarial Science	2	40.0%	3	60.0%	0	--	0	--
A.A.S. DEGREE	15	32.6%	29	63.0%	1	2.2%	1	2.2%
Career Studies	4	36.4%	7	63.6%	0	--	0	--
Automotive Technology	0	--	1	100.0%	0	--	0	--
Business & Mgmt. (Banking)	0	--	1	100.0%	0	--	0	--
Business Management	1	50.0%	1	50.0%	0	--	0	--
Bus. Mgmt. & Supervision	0	--	1	100.0%	0	--	0	--
Child Care	0	--	2	100.0%	0	--	0	--
Management (Banking)	0	--	0	--	1	100.0%	0	--
Office Systems Technology	0	--	1	100.0%	0	--	0	--
CERTIFICATE	5	25.0%	14	70.0%	1	5.0%	0	--
TOTAL	26	29.2%	58	65.2%	4	4.5%	1	1.1%

Note that percentage figures are by row (program).

TABLE 12: EVALUATION BY PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION BY PVCC FOR EMPLOYMENT

YEAR/DEGREE	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
1981-1982								
AA/AS	(not available)							
AAS	20	36.4%	23	41.8%	11	20.0%	1	1.8%
Diploma/Certificate	2	20.0%	5	50.0%	3	30.0%	0	0.0%
TOTAL	22	33.8%	28	43.1%	14	21.5%	1	1.5%
1982-1983								
AA/AS	(not available)							
AAS	18	27.3%	31	47.0%	16	24.2%	1	1.5%
Diploma/Certificate	0	0.0%	4	66.7%	2	33.3%	0	0.0%
TOTAL	18	25.0%	35	48.6%	18	25.0%	1	1.4%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	6	35.3%	6	35.3%	5	29.4%	0	0.0%
AAS	19	33.3%	31	54.4%	7	12.3%	0	0.0%
Diploma/Certificate	5	41.7%	4	33.3%	3	25.0%	0	0.0%
TOTAL	30	34.9%	41	47.7%	15	17.4%	0	0.0%
1985-1986								
AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
AAS	21	33.9%	38	61.3%	3	4.8%	0	0.0%
Diploma/Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-1987								
AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
Diploma/Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%
1987-1988								
AA/AS	10	30.3%	20	60.6%	2	6.1%	1	3.0%
AAS	16	31.4%	28	54.9%	5	9.8%	2	3.9%
Diploma/Certificate	9	50.0%	8	44.4%	1	5.6%	0	0.0%
TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%
1988-1989								
AA/AS	6	26.1%	15	65.2%	2	8.7%	0	0.0%
AAS	15	32.6%	29	63.0%	1	2.2%	1	2.2%
Diploma/Certificate	5	25.0%	14	70.0%	1	5.0%	0	0.0%
TOTAL	26	29.2%	58	65.2%	4	4.5%	1	1.1%

Note that percentage figures are by row (award).

TABLE 13: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR EMPLOYMENT BY EMPLOYMENT STATUS AND JOB SATISFACTION

CATEGORY	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
EMPLOYMENT STATUS								
Full-Time, Related	21	31.8%	42	63.6%	2	3.0%	1	1.5%
Full-Time, Unrelated	1	11.1%	6	66.7%	2	22.2%	0	--
Part-Time, Related	3	27.3%	8	72.7%	0	--	0	--
Part-Time, Unrelated	1	33.3%	2	66.7%	0	--	0	--
JOB SATISFACTION								
Very Satisfied	10	40.0%	14	56.0%	1	4.0%	0	--
Satisfied	12	22.2%	39	72.2%	2	3.7%	1	1.9%
Not Very Satisfied	3	37.5%	4	50.0%	1	12.5%	0	--
Dissatisfied	0	--	0	--	0	--	0	--

Note that percentage figures are by row (category).

TABLE 14: ACADEMIC PREPARATION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON TO OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS BY ACADEMIC PROGRAM

PROGRAM	Better Prepared No.	Better Prepared Pct.	About As Well Prepared No.	About As Well Prepared Pct.	Not As Well Prepared No.	Not As Well Prepared Pct.
Liberal Arts	3	60.0%	1	20.0%	1	20.0%
Fine Arts	0	--	0	--	0	--
A.A. DEGREE	3	60.0%	1	20.0%	1	20.0%
Business Administration	6	54.5%	5	45.5%	0	--
Education	2	66.7%	1	33.3%	0	--
General Studies	1	25.0%	3	75.0%	0	--
Science	0	--	0	--	0	--
A.S. DEGREE	9	50.0%	9	50.0%	0	--
Accounting	0	--	3	100.0%	0	--
Computer Programming	0	--	0	--	1	100.0%
Computer Aided Drafting	0	--	1	100.0%	0	--
Electronics	0	--	1	100.0%	0	--
Management	2	20.0%	8	80.0%	0	--
Marketing	2	100.0%	0	--	0	--
Nursing	7	35.0%	13	65.0%	0	--
Police Science	1	100.0%	0	--	0	--
Respiratory Therapy	1	50.0%	1	50.0%	0	--
Secretarial Science	4	80.0%	1	20.0%	0	--
A.A.S. DEGREE	17	37.0%	28	60.9%	1	2.2%
Career Studies	2	28.6%	5	71.4%	0	--
Automotive Technology	0	--	1	100.0%	0	--
Business & Mgmt. (Banking)	0	--	1	100.0%	0	--
Business Management	1	100.0%	0	--	0	--
Bus. Mgmt. & Supervision	0	--	0	--	0	--
Child Care	1	100.0%	0	--	0	--
Management (Banking)	0	--	0	--	1	100.0%
Office Systems Technology	0	--	1	100.0%	0	--
CERTIFICATE	4	30.8%	8	61.5%	1	7.7%
TOTAL	33	40.2%	46	56.1%	3	3.7%

Note that percentage figures are by row (program).

TABLE 15: ACADEMIC PREPARATION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON TO OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS BY JOB CATEGORY

JOB CATEGORY	Better Prepared No.	Better Prepared Pct.	About As Well Prepared No.	About As Well Prepared Pct.	Not As Well Prepared No.	Not As Well Prepared Pct.
Accountant	1	25.0%	3	75.0%	0	--
Business Manager	4	44.4%	5	55.6%	0	--
Child Care Worker	1	33.3%	2	66.7%	0	--
Computer Programmer	1	50.0%	0	--	1	50.0%
Construction Worker	0	--	1	100.0%	0	--
Data Entry Operator	1	25.0%	3	75.0%	0	--
Draftsman	0	--	1	100.0%	0	--
Educator	2	100.0%	0	--	0	--
Electronics Worker	0	--	1	100.0%	0	--
Health Technician	1	100.0%	0	--	0	--
Law Enforcement Officer	1	100.0%	0	--	0	--
Nurse	7	36.8%	12	63.2%	0	--
Respiratory Technician	1	50.0%	1	50.0%	0	--
Sales Clerk	2	100.0%	0	--	0	--
Secretary	3	33.3%	5	55.6%	1	11.1%
Typist	1	100.0%	0	--	0	--
OTHER	6	30.0%	13	65.0%	1	5.0%
TOTAL	32	39.0%	47	57.3%	3	3.7%

Note that percentage figures are by row (job category).

TABLE 16: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF CAREER ASSISTANCE SERVICES AT THE COLLEGE

SERVICE	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Student Services	9	23.7%	23	60.5%	5	13.2%	1	2.6%
Academic Program	25	37.9%	33	50.0%	7	10.6%	1	1.5%
Faculty	28	43.1%	31	47.7%	4	6.2%	2	3.1%
Co-operative Education	13	40.6%	13	40.6%	5	15.6%	1	3.1%
OTHER	1	100.0%	0	--	0	--	0	--

Note that percentage figures are by row (service).

TABLE 17: SALARIES OF 1988-89 PVCC GRADUATES SURVEY RESPONDENTS BY ACADEMIC DEGREE AND PROGRAM

PROGRAM	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Liberal Arts	4	$16,150	$11,000	$2,600	$40,000
A.A. DEGREE	4	$16,150	$11,000	$2,600	$40,000
Business Administration	9	$13,906	$12,500	$9,360	$19,300
Education	3	$9,667	$12,000	$5,000	$12,000
General Studies	3	$27,347	$30,000	$14,040	$38,000
Science	1	$5,000	$5,000	$5,000	$5,000
A.S. DEGREE	16	$11,184	$11,900	$6,680	$14,860
Accounting	3	$23,731	$25,000	$10,192	$36,000
Computer Programming	1	$22,000	$22,000	$22,000	$22,000
Computer Aided Drafting	1	$14,000	$14,000	$14,000	$14,000
Electronics	4	$17,900	$17,900	$17,900	$17,900
Management	9	$20,625	$20,000	$10,500	$30,000
Marketing	2	$35,382	$35,382	$33,000	$37,764
Nursing	18	$23,077	$24,000	$13,141	$30,000
Police Science	1	$23,400	$23,400	$23,400	$23,400
Respiratory Therapy	1	$15,080	$15,080	$15,080	$15,080
Secretarial Science	4	$15,976	$14,770	$9,360	$25,000
A.A.S. Degree	44	$21,117	$21,153	$16,857	$25,114
Career Studies					
Automotive Technology	1	$20,800	$20,800	$20,800	$20,800
Business & Mgmt. (Banking)	1	$18,000	$18,000	$18,000	$18,000
Business Management	1	$30,500	$30,500	$30,500	$30,500
Bus. Mgmt. & Supervision	1	$22,000	$22,000	$22,000	$22,000
Child Care	2	$8,422	$8,422	$6,400	$10,440
Management (Banking)	1	$17,000	$17,000	$17,000	$17,000
Office Systems Technology	1	$12,000	$12,000	$12,000	$12,000
CERTIFICATE	8	$18,389	$18,389	$18,100	$18,677
TOTAL	72	$16,710	$19,650	$2,600	$40,000

Note that a respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

TABLE 18: SALARIES OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Accountant	4	$18,665	$20,150	$9,360	$25,000
Business Manager	8	$27,337	$36,882	$14,040	$37,764
Child Care Worker	3	$7,800	$6,400	$5,000	$12,000
Computer Programmer	2	$21,000	$21,000	$20,000	$20,000
Construction Worker	1	$15,000	$15,000	$15,000	$15,000
Data Entry Operator	3	$12,184	$10,192	$9,360	$17,000
Draftsman	1	$14,000	$14,000	$14,000	$14,000
Educator	1	$10,000	$10,000	$10,000	$10,000
Electronics Worker	1	$17,900	$17,900	$17,900	$17,900
Health Technician	1	$30,000	$30,000	$30,000	$30,000
Law Enforcement Official	1	$23,400	$23,400	$23,400	$23,400
Nurse	17	$23,434	$24,000	$13,141	$30,000
Respiratory Technician	1	$15,080	$15,080	$15,080	$15,080
Sales Clerk	1	$12,500	$12,500	$12,500	$12,500
Secretary	9	$15,464	$18,000	$2,600	$22,000
Typist	1	$12,000	$12,000	$12,000	$12,000
OTHER	21	$19,868	$17,562	$5,000	$40,000
TOTAL	76	$17,390	$19,650	$2,600	$40,000

TABLE 19: SALARIES OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY EMPLOYMENT STATUS AND JOB SATISFACTION

CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	57	$21,344	$21,197	$10,000	$40,000
Full-Time, Unrelated	9	$21,514	$20,000	$10,500	$38,000
Part-Time, Related	7	$8,960	$9,360	$2,600	$16,000
Part-Time, Unrelated	3	$9,000	$10,000	$5,000	$12,000
JOB SATISFACTION					
Very Satisfied	20	$20,492	$20,150	$6,400	$38,000
Satisfied	49	$19,590	$19,000	$2,600	$40,000
Not Very Satisfied	6	$17,583	$16,000	$10,500	$30,000
Dissatisfied	0	$0	$0	$0	$0

TABLE 20: SALARIES OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY SEX, RACE, AND AGE

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX					
Male	20	$20,166	$16,150	$5,000	$40,000
Female	56	$19,583	$20,650	$2,600	$37,764
RACE					
White	73	$19,844	$20,000	$2,600	$40,000
Black	3	$17,133	$16,000	$12,000	$23,000
Other	0	--	--	--	--
AGE					
Under 18	0	--	--	--	--
18-22	9	$11,366	$11,096	$2,600	$26,000
22-25	13	$20,173	$17,900	$10,000	$40,000
25-35	30	$19,530	$18,020	$5,000	$38,000
35-45	18	$23,975	$24,000	$6,400	$37,764
45-60	6	$19,667	$21,500	$15,000	$22,000
60 & Over	0	--	--	--	--

TABLE 21: FIELDS OF STUDY AT FOUR-YEAR COLLEGES OR UNIVERSITIES OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS

FIELD OF STUDY	Mary Bald-win	UVa	Va Tech	JMU	Un. Minn.	VCU	Long wood	Un. Ky.	TOTAL
Accounting	1	1	0	0	0	0	0	0	2
Anthropology	0	1	0	0	0	0	0	0	1
Architecture	0	1	0	0	0	0	0	1	2
Biology	0	0	0	0	0	0	0	0	0
Business	4	1	0	2	0	1	1	0	9
Communications	0	1	0	1	0	0	0	0	2
Education	0	0	0	0	0	1	0	0	1
Engineering	0	1	0	0	0	0	0	0	0
English	1	3	0	0	0	1	0	0	5
German	0	0	0	0	1	0	0	0	1
Graphic Art	0	0	0	2	0	0	0	0	2
Marketing	1	0	1	1	0	1	0	0	4
Mathematics	0	2	0	0	0	0	0	0	2
Medicine	0	1	0	0	0	0	0	0	1
Psychology	0	0	0	0	0	1	0	0	1
Russian	0	0	0	1	0	0	0	0	1
Sociology	1	1	0	0	0	0	0	0	2
TOTAL	8	13	1	7	1	5	1	1	36

TABLE 22: AVERAGE GPA'S OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES AND UNIVERSITIES

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
James Madison	8	2.816	1.500	3.830
Longwood	1	2.800	2.800	2.800
Mary Baldwin	6	3.616	3.000	3.850
University of Kentucky	1	3.000	3.000	3.000
University of Minnesota	1	3.800	3.800	3.800
University of Virginia	11	3.183	2.600	3.990
Virginia Tech	1	2.680	2.680	2.680
VCU	3	3.666	3.000	4.000
TOTAL	32	3.195	1.500	4.000

TABLE 23: AVERAGE GPA'S OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES OR UNIVERSITIES BY FOUR-YEAR FIELD OF STUDY

FIELD OF STUDY	No.	Average GPA	Minimum GPA	Maximum GPA
Accounting	1	3.850	3.850	3.850
Anthropology	1	3.231	3.231	3.231
Architecture	1	3.000	3.000	3.000
Biology	1	2.600	2.600	2.600
Business	7	3.157	2.500	3.800
Communications	2	3.350	3.300	3.400
Engineering	1	2.700	2.700	2.700
English	4	3.500	2.900	4.000
German	1	3.800	3.800	3.800
Graphic Arts	2	2.900	2.800	3.000
Marketing	4	3.120	2.680	4.000
Mathematics	2	3.295	2.600	3.990
Medicine	1	3.400	3.400	3.400
Russian	1	3.830	3.830	3.830
Sociology	2	3.475	3.200	3.750
TOTAL	31	3.281	2.500	4.000

TABLE 24: AVERAGE GPA'S OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES AND UNIVERSITIES BY SEX, RACE, AND AGE

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	12	3.047	2.500	4.000
Female	20	3.298	1.500	4.000
RACE				
White	31	3.223	1.500	4.000
Black	1	2.600	2.600	2.600
Other	0	--	--	--
AGE				
Under 18	0	--	--	--
18-22	12	2.840	1.500	3.700
22-25	4	3.400	3.000	3.800
25-35	12	3.400	2.600	4.000
35-45	2	3.250	2.900	3.600
45-60	1	3.800	3.800	3.800
60 & Over	1	3.750	3.750	3.750

TABLE 25: FIELDS OF STUDY AT TWO-YEAR AND SPECIALIZED INSTITUTIONS OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS

FIELD OF STUDY	PVCC	ICS	J.S.REYNOLDS	TOTAL
Accounting	1	0	0	1
Business	6	0	1	7
Career Development	1	0	0	1
Computer Systems	1	0	0	1
Education	1	0	0	1
Engineering	1	0	0	1
English	1	0	0	1
Legal Assistant	0	1	0	1
Nursing	0	0	0	0
TOTAL	12	1	1	14

TABLE 26: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY ACADEMIC PROGRAM

PROGRAM	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Liberal Arts	1	12.5%	6	75.0%	1	12.5%	0	--
Fine Arts	1	100.0%	0	--	0	--	0	--
A.A. DEGREE	2	22.2%	6	66.7%	1	11.1%	0	--
Business Administration	5	50.0%	5	50.0%	0	--	0	--
Education	6	85.7%	1	14.3%	0	--	0	--
General Studies	4	50.0%	3	37.5%	0	--	1	12.5%
Science	2	50.0%	2	50.0%	0	--	0	--
A.S. DEGREE	17	58.6%	11	37.9%	0	--	1	3.4%
Computer Programming	0	--	1	100.0%	0	--	0	--
Computer Aided Drafting	0	--	1	100.0%	0	--	0	--
Management	0	--	2	100.0%	0	--	0	--
Marketing	0	--	2	100.0%	0	--	0	--
Police Science	1	100.0%	0	--	0	--	0	--
A.A.S. DEGREE	1	14.3%	6	85.7%	0	--	0	--
Career Studies	2	66.7%	1	33.3%	0	--	0	--
Child Care	0	--	1	100.0%	0	--	0	--
Business & Management	2	100.0%	0	--	0	--	0	--
CERTIFICATE	2	66.7%	1	33.3%	0	--	0	--
TOTAL	21	51.2%	18	43.9%	1	2.4%	1	2.4%

Note that percentage figures are by row (program).

TABLE 27: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY FOUR-YEAR COLLEGE OR UNIVERSITY

COLLEGE OR UNIVERSITY	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
James Madison	5	62.5%	2	25.0%	0	--	1	12.5%
Longwood	0	--	1	100.0%	0	--	0	--
Mary Baldwin	3	37.5%	5	62.5%	0	--	0	--
Mary Washington	0	--	1	--	0	--	0	--
University of Kentucky	1	100.0%	0	--	0	--	0	--
University of Minnesota	1	100.0%	0	--	0	--	0	--
University of Virginia	4	33.3%	8	66.7%	0	--	0	--
Virginia Commonwealth	2	40.0%	3	60.0%	0	--	0	--
Virginia Tech	0	--	1	50.0%	0	--	1	50.0%
TOTAL	16	41.0%	21	53.8%	0	--	2	5.1%

Note that percentage figures are by row (college or university).

TABLE 28: EVALUATION OF 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY FOUR-YEAR FIELD OF STUDY

FIELD OF STUDY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	0	--	2	100.0%	0	--	0	--
Anthropology	1	100.0%	0	--	0	--	0	--
Architecture	1	100.0%	0	--	0	--	0	--
Biology	0	--	1	100.0%	0	--	0	--
Business	2	25.0%	6	75.0%	0	--	0	--
Communication	0	--	1	100.0%	0	--	0	--
Education	0	--	1	100.0%	0	--	0	--
Engineering	0	--	1	100.0%	0	--	0	--
English	4	80.0%	1	--	0	--	0	--
German	1	100.0%	0	--	0	--	0	--
Graphic Art	2	66.7%	1	33.3%	0	--	0	--
Marketing	2	50.0%	2	50.0%	0	--	0	--
Mathematics	1	50.0%	1	50.0%	0	--	0	--
Medicine	0	--	1	100.0%	0	--	0	--
Psychology	1	100.0%	0	--	0	--	0	--
Russian	1	100.0%	0	--	0	--	0	--
Sociology	0	--	2	100.0%	0	--	0	--
TOTAL	16	44.4%	20	55.6%	0	--	0	--

Note that percentage figures are by row (field of study).

TABLE 29: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER

YEAR	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	8	33.3%	14	58.3%	2	8.3%	0	--
1981-1982	11	37.9%	15	51.7%	3	10.3%	0	--
1982-1983	10	34.5%	10	34.5%	9	31.0%	0	--
1983-1984	(A follow-up survey was not conducted)							
1984-1985	10	43.5%	7	30.4%	6	26.1%	0	--
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	--
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	--
1987-1988	13	40.6%	17	53.1%	1	3.1%	1	3.1%
1988-1989	20	47.6%	20	47.6%	1	2.4%	1	2.4%

Note that percentage figures are by row (year).

TABLE 30: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION AT PVCC BY ACADEMIC PROGRAM FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

PROGRAM	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Liberal Arts	2	20.0%	8	80.0%	0	--
Fine Arts	1	100.0%	0	--	0	--
A.A. DEGREE	3	27.3%	8	72.7%	0	--
Business Administration	4	40.0%	5	50.0%	1	10.0%
Education	2	40.0%	2	40.0%	1	20.0%
General Studies	2	33.3%	3	50.0%	1	16.7%
Science	2	50.0%	2	50.0%	0	--
A.S. DEGREE	10	40.0%	12	48.0%	3	12.0%
Computer Programming	0	--	1	100.0%	0	--
Management	0	--	2	100.0%	0	--
Marketing	0	--	0	--	1	100.0%
Police Science	0	--	1	100.0%	0	--
A.A.S. DEGREE	0	--	4	80.0%	1	20.0%
Career Studies	1	100.0%	0	--	0	--
Child Care	1	100.0%	0	--	0	--
CERTIFICATE	1	100.0%	0	--	0	--
TOTAL	14	37.8%	20	54.1%	3	8.1%

Note that percentage figures are by row (program).

TABLE 31: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY FOUR-YEAR INSTITUTION OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

COLLEGE OR UNIVERSITY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
James Madison	4	57.1%	2	28.6%	1	14.3%
Longwood	0	--	1	100.0%	0	--
Mary Baldwin	3	60.0%	2	40.0%	0	--
Mary Washington	1	100.0%	0	--	0	--
University of Kentucky	0	--	1	100.0%	0	--
University of Minnesota	1	100.0%	0	--	0	--
University of Virginia	2	18.2%	9	81.8%	0	--
Virginia Commonwealth	1	33.3%	2	66.7%	0	--
Virginia Tech	0	--	1	100.0%	0	--
TOTAL	12	38.7%	18	58.1%	1	3.2%

Note that percentage figures are by row (college or university).

TABLE 32: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS BY FOUR-YEAR FIELD OF STUDY OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

FIELD OF STUDY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Accounting	1	50.0%	1	50.0%	0	--
Anthropology	0	--	1	100.0%	0	--
Architecture	0	--	1	100.0%	0	--
Biology	0	--	1	100.0%	0	--
Business	2	33.3%	4	66.7%	0	--
Communication	0	--	1	100.0%	0	--
Engineering	1	100.0%	0	--	0	--
English	0	--	3	100.0%	0	--
German	1	100.0%	0	--	0	--
Graphic Art	1	50.0%	1	50.0%	0	--
Marketing	2	50.0%	2	50.0%	0	--
Mathematics	1	50.0%	1	50.0%	0	--
Medicine	0	--	1	100.0%	0	--
Psychology	1	100.0%	0	--	0	--
Russian	1	100.0%	0	--	0	--
Sociology	0	--	1	100.0%	0	--
TOTAL	11	37.9%	18	62.1%	0	--

Note that percentage figures are by row (field of study).

TABLE 33: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

YEAR	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
1980-1981	4	16.7%	17	70.8%	3	12.5%
1981-1982	8	28.6%	14	50.0%	6	21.4%
1982-1983	10	32.3%	15	48.4%	6	19.4%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	6	28.6%	9	42.9%	6	28.6%
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%
1987-1988	8	25.8%	21	67.7%	2	6.5%
1988-1989	12	36.4%	19	57.6%	2	6.1%

Note that percentage figures are by row (year).

TABLE 34: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THE QUALITY OF INSTRUCTION BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC better quality No.	Pct.	Both colleges the same No.	Pct.	PVCC less quality No.	Pct.
James Madison	0	--	6	75.0%	2	25.0%
Longwood	0	--	1	100.0%	0	--
Mary Baldwin	0	--	5	100.0%	0	--
Mary Washington	0	--	0	--	0	--
University of Kentucky	0	--	1	100.0%	0	--
University of Minnesota	0	--	1	100.0%	0	--
University of Virginia	3	25.0%	7	58.3%	2	16.7%
Virginia Commonwealth	2	50.0%	2	50.0%	0	--
Virginia Tech	0	--	1	100.0%	0	--
TOTAL	5	15.2%	24	72.7%	4	12.1%

Note that percentage figures are by row (college or university).

TABLE 35: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THE QUALITY OF INSTRUCTION BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	2	8.7%	17	73.9%	4	17.4%
1981-1982	5	18.5%	14	51.9%	8	29.6%
1982-1983	10	31.3%	16	50.0%	6	18.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	2	9.1%	12	54.5%	8	36.4%
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%
1987-1988	5	17.9%	16	57.1%	7	25.0%
1988-1989	5	14.7%	25	73.5%	4	11.8%

Note that percentage figures are by row (year).

TABLE 36: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF THE STRICTNESS OF GRADING PRACTICES BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
James Madison	1	12.5%	3	37.5%	4	50.0%
Longwood	0	--	1	100.0%	0	--
Mary Baldwin	0	--	4	80.0%	1	20.0%
Mary Washington	0	--	0	--	0	--
University of Kentucky	0	--	1	100.0%	0	--
University of Minnesota	0	--	1	100.0%	0	--
University of Virginia	1	8.3%	6	50.0%	5	41.7%
Virginia Commonwealth	0	--	4	100.0%	0	--
Virginia Tech	0	--	1	100.0%	0	--
TOTAL	2	6.1%	21	63.6%	10	30.3%

Note that percentage figures are by row (college or university).

TABLE 37: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THE STRICTNESS OF GRADING PRACTICES BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC stricter No.	Pct.	Both colleges the same No.	Pct.	PVCC less strict No.	Pct.
1980-1981	0	--	8	36.4%	14	63.6%
1981-1982	0	--	13	46.4%	15	53.6%
1982-1983	2	6.1%	21	63.6%	10	30.3%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	--	8	36.4%	14	63.6%
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%
1987-1988	1	3.6%	10	35.7%	17	60.7%
1988-1989	2	6.1%	21	63.6%	10	30.3%

Note that percentage figures are by row (year).

TABLE 38: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF STUDENT COMPETITIVENESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC more competitive No.	Pct.	Both colleges the same No.	Pct.	PVCC less competitive No.	Pct.
James Madison	0	--	2	25.0%	6	75.0%
Longwood	0	--	1	100.0%	0	--
Mary Baldwin	0	--	4	80.0%	1	20.0%
Mary Washington	0	--	0	--	0	--
University of Kentucky	0	--	0	--	1	100.0%
University of Minnesota	1	100.0%	0	--	0	--
University of Virginia	0	--	0	--	12	100.0%
Virginia Commonwealth	0	--	2	50.0%	2	50.0%
Virginia Tech	0	--	1	100.0%	0	--
TOTAL	1	3.0%	10	30.3%	22	66.7%

Note that percentage figures are by row (college or university).

TABLE 39: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF STUDENT COMPETITIVENESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC more competitive		Both colleges the same		PVCC less competitive	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	0	--	4	20.0%	16	80.0%
1981-1982	3	11.1%	7	25.9%	17	63.0%
1982-1983	0	--	10	31.3%	22	68.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	--	8	36.4%	14	63.6%
1985-1986	0	--	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%
1987-1988	1	3.8%	10	38.5%	15	57.7%
1988-1989	1	3.0%	10	30.3%	22	66.7%

Note that percentage figures are by row (year).

TABLE 40: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF FACULTY AND STAFF FRIENDLINESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC more friendly		Both colleges the same		PVCC less friendly	
	No.	Pct.	No.	Pct.	No.	Pct.
James Madison	0	--	8	100.0%	0	--
Longwood	0	--	1	100.0%	0	--
Mary Baldwin	2	40.0%	3	60.0%	0	--
Mary Washington	0	--	0	--	0	--
University of Kentucky	0	--	1	100.0%	0	--
University of Minnesota	1	100.0%	0	--	0	--
University of Virginia	9	75.0%	3	25.0%	0	--
Virginia Commonwealth	4	100.0%	0	--	0	--
Virginia Tech	1	100.0%	0	--	0	--
TOTAL	17	51.5%	16	48.5%	0	--

Note that percentage figures are by row (college or university).

TABLE 41: EVALUATION BY AA/AS PVCC GRADUATE SURVEY RESPONDENTS OF FACULTY AND STAFF FRIENDLINESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC more competitive No.	Pct.	Both colleges the same No.	Pct.	PVCC less competitive No.	Pct.
1980-1981	15	65.2%	6	26.1%	2	8.7%
1981-1982	14	50.0%	11	39.3%	3	10.7%
1982-1983	22	68.8%	10	31.3%	0	--
1983-1984	(A follow-up survey was not conducted)					
1984-1985	10	45.5%	12	54.5%	0	--
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%
1987-1988	15	53.6%	12	42.9%	1	3.6%
1988-1989	17	51.5%	16	48.5%	0	--

Note that percentage figures are by row (year).

TABLE 42: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF INDIVIDUAL ATTENTION SHOWN STUDENTS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

COLLEGE OR UNIVERSITY	PVCC shows more attention No.	Pct.	Both colleges the same No.	Pct.	PVCC shows less attention No.	Pct.
James Madison	3	37.5%	5	62.5%	0	--
Longwood	0	--	1	100.0%	0	--
Mary Baldwin	2	40.0%	3	60.0%	0	--
Mary Washington	0	--	0	--	0	--
University of Kentucky	0	--	1	100.0%	0	--
University of Minnesota	1	100.0%	0	--	0	--
University of Virginia	8	66.7%	3	25.0%	1	8.3%
Virginia Commonwealth	3	75.0%	1	25.0%	0	--
Virginia Tech	1	100.0%	0	--	0	--
TOTAL	18	54.5%	14	42.4%	1	3.0%

Note that percentage figures are by row (college or university).

TABLE 43: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF INDIVIDUAL ATTENTION SHOWN STUDENTS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

YEAR	PVCC shows more attention No.	Pct.	Both colleges the same No.	Pct.	PVCC shows less attention No.	Pct.
1980-1981	16	69.6%	3	13.0%	4	17.4%
1981-1982	18	64.3%	8	28.6%	2	7.1%
1982-1983	22	66.7%	10	30.3%	1	3.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	15	68.2%	5	22.7%	2	9.1%
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%
1987-1988	18	64.3%	8	28.6%	2	7.1%
1988-1989	18	54.5%	14	42.4%	1	3.0%

Note that percentage figures are by row (year).

TABLE 44: EVALUATION BY 1988-89 PVCC GRADUATE SURVEY RESPONDENTS OF COLLEGE TRANSFER ASSISTANCE SERVICES AT THE COLLEGE

SERVICE	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Student Services	10	55.6%	4	22.2%	3	16.7%	1	5.6%
Academic Program	10	47.6%	9	42.9%	2	9.5%	0	--
Faculty	15	50.0%	7	23.3%	1	3.3%	7	23.3%
Co-operative Education	3	50.0%	2	33.3%	1	16.7%	0	--
OTHER	1	100.0%	0	--	0	--	0	--

Note that percentage figures are by row (service).

APPENDIX A

GRADUATE SURVEY

Piedmont Virginia Community College
Graduate Survey Form

Name: _____

Address: _____

_____

Telephone #: _____ Social Security Number: _____

Instructions: Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. Employment:

1. Currently I am:

_____ Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Serving in the military full-time.
_____ Serving as a homemaker full-time.
_____ Unemployed (seeking employment).
_____ Unemployed (NOT seeking employment).

If you checked one of these, skip ahead to section II.

2. My job is:

_____ Artist
_____ Computer programmer
_____ Data Entry Operator
_____ Systems Analyst
_____ Business Manager
_____ Sales Clerk
_____ Secretary
_____ Typist
_____ Electrician
_____ Electronics Worker
_____ Child Care Worker
_____ Law Enforcement Official
_____ Draftsman
_____ Draftsman (computer-aided)
_____ Health Technician
_____ Respiratory Technician
_____ Nurse
_____ Accountant
_____ Educator
_____ Drama/Theatre worker
_____ Musician
_____ Laboratory Technician
_____ Engineer Technician
_____ Journalist
_____ Construction worker
_____ OTHER (please list)
_____

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct an employer follow-up survey? _____ Yes _____ No. (if yes, please complete the attached form).

6. My annual salary is _____ (based on approx. _____ hrs./week).

7. My job is

_____ Very satisfying (a superior job)
_____ Satisfying (a good job)
_____ Not very satisfying (a fair job)
_____ Unsatisfying (a poor job).

8. I intend to pursue this job as a long-range career: _____ Yes _____ No _____ Undecided

9. I obtained this job:

_____ Before attending PVCC
_____ While attending PVCC
_____ After graduating from PVCC.

10. I received assistance from PVCC in obtaining this job: _____ Yes _____ No.

11. Rate the quality of career assistance received from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list) _____	_____	_____	_____	_____	_____

12. Overall, in relation to my present job, the academic preparation I received from PVCC was:

EXCELLENT	GOOD	FAIR	POOR
_____	_____	_____	_____

13. I participated in the Co-op. program _____ Yes _____ No.
I obtained my job after graduation through the Co-op. program _____ Yes _____ No.

14. Compared educationally to other employees beginning their careers in my job field, I was _____ not as well prepared _____ about as well prepared _____ better prepared.

II. Further Education:

1. I am: _____ Attending a four-year college or university full-time.
   _____ Attending a four-year college or university part-time.
   _____ Attending a community college full-time.
   _____ Attending a community college part-time.
   _____ Attending some other type of school.
   _____ Not presently attending school (if you checked this, skip ahead to section III).
2. Name of School _____
3. Address of School _____
4. Major Field of Study _____
5. My current grade point average (GPA) is _____ (on a 4.0 basis). This is based on _____ credits earned at the new school.
6. The preparation at PVCC for my current studies was:
   _____ Excellent _____ Good _____ Fair _____ Poor.
7. In comparison to students who started at my new school as freshmen, I feel _____ not as well prepared _____ about as well prepared _____ better prepared.
8. PVCC compares to my new school in:

	PVCC has more	About the same	Current school has more
Degree of student competitiveness	_____	_____	_____
Friendliness of faculty and staff	_____	_____	_____
Individual attention shown students	_____	_____	_____
Strictness of grading practices	_____	_____	_____
Quality of instruction	_____	_____	_____

9. The school to which I transferred was my _____ first choice _____ second choice _____ third choice.
10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op. program	_____	_____	_____	_____	_____
OTHER (please list)					
_____	_____	_____	_____	_____	_____

11. The credits I earned at PVCC _____ did _____ did not transfer as I expected they would.
12. The number of credits not accepted by my new school was _____
    The courses not accepted were _____

III. Comments and Suggestions

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

APPENDIX B

SURVEY COVER LETTERS

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Piedmont
Virginia
Community
College

oute 6, Box 1-A, Charlottesville, Virginia 22901-8714, Tel: 804/977-3900

February 26, 1990

Dear PVCC Graduate:

If you attended graduation rehearsal last June, you will remember I told you that one of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates conducted each year. The results of the survey are used in making decisions concerning what programs are offered and how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education.

Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

If you are employed, we would also like to have your permission to include your employer among those we survey annually to determine employer satisfaction with PVCC programs of study and graduates. If you will permit us to do this, could you please complete the enclosed authorization form and return it with the questionnaire?

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and
Planning

encl

PIEDMONT VIRGINIA COMMUNITY COLLEGE
EMPLOYER CONTACT AUTHORIZATION FORM

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

_____
(signature)

- - - -

Piedmont
Virginia
Community
College

te b. Box 1-A, Charlottesville, Virginia 22901-8714 Tel. 804/977-3900

April 6, 1990

Dear PVCC Graduate:

Approximately a month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. As I wrote in the letter accompanying the questionnaire, we need information from you so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Perhaps you never received the questionnaire. Can you please help us by completing the questionnaire (another copy of which is enclosed with this letter)? This will only take a few minutes of your time, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

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Piedmont
Virginia
Community
College

ite 6, Box 1-A, Charlottesville, Virginia 22901-8714, Tel: 804/977-3900

May 8, 1990

Dear PVCC Graduate:

At the end of February, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In early April, I wrote again asking you to return the questionnaire. It is now nearly graduation and I still have not received a completed questionnaire from you.

If you have already completed and returned the questionnaire, I apologize for any inconvenience this letter might cause. However, if you have not completed and returned the questionnaire, please help me by doing so. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience (this was accidentally left out of the second mailing of the survey in March).

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B Head

Ronald B. Head
Director of Institutional Research and Planning

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APPENDIX C

SELECTED COMMENTS BY SURVEY RESPONDENTS

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GENERAL

I really only have praise for Piedmont, because I know that the two years I spent studying at Piedmont have allowed me to go on and study at UVA.

Good school, nice location. Keep costs low if possible.

I feel my time spent at PVCC was well spent. It served as a stepping stone for me to re-enter my present university after having been out of school for several years.

I really enjoyed my three years at PVCC.

I need a better understanding of the courses. I need to get my bachelor's degree; the outline is vague; and I'm not sure of the exact courses to take.

PVCC is excellent.

Even though I am not using the specific classes that I took in college, I feel that my college experience was very worthwhile. It taught me responsibility and helped me to make important decisions. PVCC was a great experience for me, and sometimes I use a lot of my textbooks as reference for things at work or at home.

At the time I attended school I was working two jobs--one full-time and one part-time. I also have two small children to raise. I enjoyed going to school, but wish something could be worked out for others in my situation concerning homework. There never was any extra time. If a student could be drilled and worked with during class with more feedback, I think that is where the learning actually occurs.

Since I was an evening student I wasn't involved in activities at the school, since most of them were scheduled during the day.

I'm quite pleased with my training at PVCC and plan to further my education.

Things have changed at PVCC so much since I went that I would have no idea what to suggest.

I feel PVCC prepared me very well.

I enjoyed continuing my education at PVCC. The format of classes you had to take was clearly stated and this helped me because I worked full-time while I took classes at night. I didn't have time to see counselors, so that they could tell me what classes to take.

I think that PVCC is a good college to get a student prepared for the real world and to prepare students for universities.

I can't really think how you could improve PVCC. With some of the professors you have, PVCC will continue to be an excellent school.

Keep up the good work.

I feel that PVCC is an excellent school.

Please maintain access to teachers and small classes!

Improve hours for evening classes 6-9. (10 is too late!), or more 6:30-8, two nights a week.

I would recommend PVCC to anyone, if they know where and what they're headed to or not.

Keep up the good work.

Offer a degree program in more vocational courses.

In my opinion my problems really can be attributed to the years of progressive schooling where knowledge was made important and the graces of communication were left out. May I recommend a research study of adults schooled in the late fifties/sixties to access their needs?

Would like to see you expand your services to Madison County. Your courses are very beneficial, and there are many people who cannot get to PVCC. I am currently taking the Lotus 123 at the Greene County Tech. Center, which is closer to me.

PVCC has been very helpful and encouraging to me.

TRANSFER TO FOUR-YEAR COLLEGES AND UNIVERSITIES

I feel that my choice to attend Piedmont for two years was a wise choice on my part, and I feel that I was prepared to make the transition to a 4-year school.

Talking with other transfers from PVCC to JMU, the general consensus is that we worked harder at PVCC, were more motivated, and if it were a four-year institution, we would have stayed. The education at PVCC is at least as high in quality as JMU.

My current GPA is based on all my grades at PVCC. IF I transferred to another school, my GPA would be starting over. As a student taking courses to complete a second degree, this is a procedure that I believe is unfair.

Students going on to four-year universities need a seminar offered concerning: 1) adding-in to classes your first semester--this is a frustrating procedure that could be

buffered with advance notice; 2) change of study habits: instructors are mainly involved with research and scholarships and have little time for weekly homework assignments; 3) the names of contacts at nearby universities; 4) have former students now in universities on hand for questions. These are just a few things that could ease the transition.

Honor requests for transcripts and other information quickly and with no hassle. There was a recent incident where I requested a few things of this sort and it took me two weeks and three long-distance phone calls to receive my simple request. More efficient service should be performed in this area.

For the most part, I feel the education I have received from PVCC up to this point has been excellent. I have received assistance, guidance, and encouragement from several faculty members. Since I work full-time and can only attend PVCC at night, I would like to see a continued expansion of the type and number of night courses offered in the evening, especially core-type courses, such as art, humanities, science, literature, etc. Many of the courses I need before formally enrolling in the Mary Baldwin Program are not readily available in the evenings, or the selections are limited. Saturday courses in these areas might be helpful, or even more self-study programs. I plan to continue my education, even after receiving a B.A. through Mary Baldwin. I would like to see more classes offered that would assist me and/or eventually transfer towards a master's program.

I was not prepared for the work load at UVA (and students do not, in general, complain about it.) As in any new situation, adjustment is difficult, particularly in an institution as large as UVA. It would have been very helpful for me to have had access to a support group comprised of previous transfer students, who having been there, could offer support and suggestions.

Encourage teachers to take more of their test questions from the required readings, because I got by at PVCC with not reading as much as I do at JMU.

PVCC prepared me to enter a four-year university as a transfer student. I am grateful that PVCC made it possible for me to achieve my educational goals.

I felt very well prepared when I arrived at UVA last fall. The quality of instructors at Piedmont is excellent; their guidance has certainly helped me. I especially cite my spanish professor and math instructor.

I recently participated in the transfer assistant program held at Piedmont. I felt like it was a very helpful and informative meeting. Piedmont students who have transferred to UVA can offer insight into the workings of UVA and perhaps make the transfer a little easier.

The classes at PVCC are easy compared to JMU. I'm having a hard time adjusting to the difficult classes. PVCC didn't prepare me for the study time and note-taking skills

I need for JMU.

I enjoyed PVCC, but I would only suggest one year to anyone going in as a freshman because PVCC doesn't have the classes to compete with a four-year college.

I cannot fill out much of this because as a Mary Baldwin student I take my classes self-study, and therefore it would be unfair for me to attempt a comparison.

I think more consideration could be given to those students transferring to MBADP who need a woman's studies class. Although they are listed in the catalog, none are offered except during the day.

EMPLOYMENT

I thoroughly enjoyed the classes that I took at PVCC. Attending PVCC gave me the "go get 'em" spirit to change positions and find a position that is a challenge. I honestly feel if I hadn't taken courses, I would still be in a dead-end position.

The classes offered in my curriculum have really helped me in my job.

I'm happy at work and know without my education it couldn't have been possible.

Be more thorough with job and career-oriented planning. If I had had to rely on PVCC, I would not have gotten a full-time job.

I was told that PVCC had a job placement program; I was unaware of this service. I like my job, but I am still looking for full-time employment with benefits.

PVCC FACULTY AND STAFF

I was very pleased with every teacher I had at Piedmont.

PVCC has good professors who are really concerned about their students, and they don't mind spending some extra time to assist them outside the classroom.

Many night teachers are technical experts, but not necessarily good teachers.

All of the teachers were so helpful and nice.

It has a faculty that cares about its students and that helped me survive during school. Your nursing faculty is outstanding.

All faculty were very helpful, but a little better faculty is needed in PVCC's computer programs.

I found all the teachers to be very professional and a joy to be taught by.

Some faculty members were excellent and very caring and understanding while others were totally unsympathetic and uncaring.

Because of two of my business instructors, I feel better prepared.

I think your services could be improved by screening teachers better--not the ones on staff--but those who come in out of who knows where. In some of the business classes either the evaluation sheets aren't being read or they aren't getting to the proper people.

ADVISING AND COUNSELING SERVICES

Advisors were not consistent in their recommendations.

Counselors aren't very helpful. They suggest curriculums that students don't want. They don't help when you have problems. I've had friends who were told to take certain classes, and they had nothing to do with what field they wanted to be in.

CURRICULUM (GENERAL)

I think the curriculum is great and look forward to taking more classes in the future--both towards a higher degree and just for my own enjoyment.

Try to improve the transition from other programs into your second year program, so that no one is left out or forced to wait while others catch up, as these are both counterproductive to a good mental attitude, which decrease learning potential.

I suggest you take a long look at some of the courses required for degrees. Some are out in left field and others seem to be there just for credits needed. Especially in the computer field where more computer classes are needed and less on unrelated subjects.

My only real suggestion is that there be a biology course offered at Piedmont that is aimed towards preparing students for a further education/career in this field. It was my impression that most of the students in my biology courses were only taking the class to fulfil their science lecture and lab requirements. Therefore, the level of academic challenge involved was lacking. The instruction was geared for these students.

CURRICULUM (HEALTH CARE)

The nursing program is superb.

The nursing program, in particular, appears to be more concerned with tying up your time with meaningful, uneducational tasks rather than fostering true learning experiences. Nursing scheduling of class and clinical time prevents those of us who truly wish to go farther than the AD program from getting a start towards a BSN.

Nursing curriculum could be improved by giving more intensive care time to the clinical rotation.

Work out a deal with UVA hospital about student parking. During clinical it cost a fortune to park at UVA hospital.

The one-credit computer class required for nursing should either be worth 3 credits or the work load of the class should be decreased. The class required 7-8 hours of time each week between class time and homework time required.

The only suggestion I have is more clinical time. I have found that due to limited clinical experiences I was unable to comprehend many clinical situations as related to class work. It reinforces class study.

PVCC nursing program is a good nursing program, but this year after working with some PVCC nursing students, I've noticed a big change in the quality of documentation in patient's charts--and the instructor co-signs them--meaning I feel they are much poorer quality than we were allowed to write. I have noticed a big turnover in instructors for the nursing program since last year. I just hope this turnover won't allow the excellent nursing go to education I received there to waste.

It is obvious that clinical experience is limited while in school, but more training in giving injections, IV meds, and blood would have been helpful.

I would be interested in taking courses to increase my knowledge base in nursing. Any extension of the curriculum in this direction would be helpful.

Overall, I considered the PVCC nursing program to be very good.

More lab practice hours before performing clinical nursing skills.

I'd heard from faculty and staff how we excelled clinically when we started work; and I've now seen it first hand. The incredibly hard work in the nursing courses helped prepare me both in mind and in body for the rigors of being a staff RN. Other than the ability to be promoted to a Primary Nurse III which requires a BSN, I see no reason to return to school. My education is more than adequate, and the preparation for those dreaded "Major Care Plans" left me with knowledge on how to access the

Jordan Hall library if I need reference. Thank you.

I was 32 years old and the mother of five children when I pursued my career in nursing. I received the support and build-up of self-confidence I needed to follow through from the faculty at PVCC.

CURRICULUM (COMPUTER SCIENCE)

No suggestions other than to keep expanding and improving computer-related curriculum (I tried several times to enroll in a FORTRAN class, only to have it canceled due to insufficient enrollment, and there were other courses I would like to have taken that weren't offered).

I would like to see computer courses or workshops offered.

More emphasis for all fields of study on computer-related skills. More hands-on experience. Require a computer lab course for graduation.

CURRICULUM (BUSINESS/ACCOUNTING)

More classes should be offered on a personalized study basis. I found my accounting background to be superior. I took all three quarters PSI and found I had to learn the material much better than those learning from classroom experience. I think the PSI accounting program is a great idea and should be expanded to other subjects like Intro to Business.

I would like to see a wider range of business electives offered.

I'd be interested in seeing PVCC institute a program in public relations and in human resource training.

My husband started a business while I was attending college for accounting, but it was not until I started keeping his books that I really began to understand the whole process of accounting.

Only one complaint--my mother would like to take a course on WordPerfect to help her understand and use her computer at home. However, it appears that these courses are only offered at night. She would like to attend in the day.

I think the business curriculum could be improved with an advanced class in speech where groups worked on a project and carried it through from brain-storming to the actual presentation. This is desperately needed in the business community in Charlottesville. It would also allow the student the opportunity of bringing all their studies together in one project, and it will allow participants an opportunity to see

other approaches to problem-solving.

PVCC could benefit by offering more advanced word processing courses, especially in the area of WordPerfect.

CURRICULUM (OTHER)

I graduated from PVCC with a degree in Education. It has always bothered me that the only class that was actually related to that degree was Grammar. Otherwise, the classes fit more into a Liberal Arts category. I would suggest making the Child Psychology course a requirement for education majors. I am currently taking this course, and have learned more than the class on Human Growth & Development taught me.

I found that by working full-time and trying to get the PE credits that were needed was very difficult. I work until 6:30 M-F and on Sat 8-2, so I could make 7:00 classes. However, for P.E. there wasn't much offered at 7:00, so I ended up taking a health course that was boring.

Civil engineering or related drafting is not taught at PVCC. Maybe a unit which lasts a couple of weeks could be included in the drafting curriculum. Mylar & ink drawings should be attempted at least once. This is what is used in the real world of drafting.

Due to the growing number of Mary Baldwin ADP students, the college should offer women's studies courses beyond the one Women in Literature class. And in accordance with the stated goals of the "Take Back the Night" coalition, I would like to see a self-defense course offered for credit.

I wish there had been more education courses offered.

CHILD CARE

Child care center.

In the area of services, PVCC could benefit from a child care center and from a career placement assistance center.

UVA EMPLOYEE CLASSES

PVCC offers an excellent program with UVA which enables employees to expand their knowledge, skills and abilities, thus preparing us for better positions and promotions. Thanks!

I would like for PVCC to continue to give classes that are job-related for secretaries, administrative assistants and supervisors at UVA.

Anything I have going for me is due to the excellent way you have designed your off-campus workshops for UVA employees .

PVCC Institutional Research Brief November 1990

RESULTS OF THE FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1988-89

This brief highlights key findings reported in *Follow-up Survey of PVCC Graduates of the Class of 1988-89* (PVCC Institutional Research Report No. 6-90, November 1990). Students graduating from PVCC in Summer Semester 1988, Fall Semester 1988, and Spring Semester 1989 were surveyed in the winter and spring of 1990 to determine what jobs they had obtained, which schools they were attending, how much they were paid, how satisfied they were, and what impact PVCC had upon their careers and education. Because the survey response rate exceeded 50%, and because demographic and enrollment characteristics of survey respondents mirrored those of all graduates, it is reasonable to assume that findings are representative of all 1988-1989 graduates.

Major findings included:

1. Most 1988-89 PVCC graduate survey respondents found meaningful and satisfying employment. Slightly under one-half of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (27.2%) or satisfied (63%) with their current jobs, and nearly three-quarters planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (27.9%), business manager (16.2%), secretary (16.2%), child care worker (11.8%), accountant (5.9%), and data entry operator (5.9%).

3. The mean, or average, annual salary earned by 1988-89 graduate survey respondents was $17,390, and the median, or midpoint, salary was $19,650. The highest salary reported was $40,000 and the lowest $2,600. The distribution of salaries was fairly normal, though slightly skewed right, with approximately two-thirds of all respondents earning between $10,000 and $25,000. The mean salary for males was higher than that for females, but the median salary for females was higher than that for males. Generally, older respondents earned more than younger respondents.

4. Approximately 95% of the survey respondents believed that PVCC provided excellent (29.2%) or good (65.2%) academic preparation for jobs. Only 4.5%

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believed PVCC provided fair academic preparation, and only 1.1% believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (40.2%) or equally (56.1%) prepared in comparison to other new employees within the same career fields. Only 3.7% felt they were not as well prepared.

6. More 1988-89 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to the University of Virginia than to any other institution. Two other institutions--James Madison University and Mary Baldwin College--enrolled large numbers of survey respondents. The most popular field of study at four-year institutions was business. Nine respondents attending four-year schools were enrolled in business programs. Other programs in which more than two respondents enrolled were English (5) and marketing (4).

7. Most 1988-89 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.195. The lowest GPA reported was 1.500 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (51.2%) or good (43.9%) academic preparation for transfer. Only one respondent felt that PVCC provided poor preparation. Most respondents also believed they were better (37.8%) or equally (54.1%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that the grading practices were the same at both schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

ERIC Clearinghouse for Junior Colleges
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END

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